



Graduate Internship Report

For Corcoran High School Ag Department

Viktoria Granicy
Fall 2020

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Quality Criteria 1: Curriculum and Instruction

In the Corcoran High School Agriculture Department, a significant goal is to offer comprehensive agriculture education for students that have chosen the agriculture program at Corcoran High School. Each of the courses offered in our Agriculture Department is designed to include objectives to meet the department goals and also align with Career Technical Education Model Curriculum Standards of the Agriculture and Natural Resources Industry Sector. The pathways that are currently developed at Corcoran High School are Agriculture Mechanics and Animal Science. We also offer two other classes that don't fit in the pathways, which are Farm Enterprise and Floral Design. The course curriculum addresses both pathway and anchor standards. Agriculture Mechanics has a clear and defined sequence, because of the increased interest, students are not being turned away this year. Due to the loss of our SAE Prep, we were able to gain another Agriculture Mechanics 1 class and keep class numbers in compliance with the Agriculture Incentive Grant. The Animal Science pathway is starting to gain student interest at Corcoran High School. Our students are becoming interested because more want to raise and show livestock.

In the Corcoran Agricultural Department, we considered a priority to introduce students to career opportunities. This includes presenting the vast career opportunities in each pathway and the other two classes we offer. The Work-Based Learning Coordinator works with ag teachers to coordinate guest speakers, industry tours, job shadows, and internships for each pathway. This means the students can understand jobs and career opportunities in each field with the content that is being presented. We feel it is important for our students to be exposed and knowledgeable in all the careers within the agriculture industry. We pride ourselves on having

students gain hands on experiences in the Farm Enterprise Class. Where students learn how to maintain the 120 acre farm where we grow Corn, Cotton, Barley, and Alfalfa. This year students gained first hand experience harvesting the 40 acres of Cotton with the help of the agriculture teachers and local business support. The Corcoran Agriculture Department also has a twenty-acre laboratory farm that has been used to house the livestock projects for the Kings County Fair. This is also where students gain first hand experience outside the classroom with livestock projects.

Students in all agriculture classes at Corcoran High School receive grades in regards to their participation in FFA and reports about their Supervised Agricultural Experience project. Participation in the FFA is 5% of their final grade in the classroom, which is earned by attending FFA events such as meetings, CDE competitions, conventions, and farm clean up days. Students must earn five FFA activity points each semester for full credit and ten FFA activity points per school year. The Supervised Agricultural Experience SAE portion of the grade accounts for 5% of the student's grade.

The courses that are A-G certified at Corcoran Agriculture Department are Ag Mech 1 & 2, Vet Science and Floral Design. Next year the plan is to have dual enrollment with the College of the Sequoia with both Animal Science & Agriculture Mechanic Pathways. With our two completed Pathways, we are pleased to see our numbers of enrollment increase every year.

Quality Criteria 2: Leadership and Citizen Development

Due to Covid, this past year looks very different than the past two years. The chapter has regularly attended COLC, San Joaquin Region Bootcamp, Advance Leadership Academy, Made for Excellence, Greenhand Leadership Conference, and State FFA conference. Corcoran FFA holds monthly after school meetings, regularly meet with industry partners representing the large laboratory farm, run for sectional officer positions with plans to run for higher levels, and compete in the following Career Development Events: Cotton, Impromptu Public Speaking, Opening and Closing, and Creed and Greenhand.

With Distance Learning, we are trying to do our best to keep our members actively involved. This year consists of Zoom meetings and activities for the members. As we navigate through quarantine, we try to get students engaged with our social media page and create other fun ways to keep students engaged and involved during these trying times. However, in the past, we have encouraged students to attend as many chapter events and activities as possible. As an incentive we tell the students that the top 20 students with the most points earn a trip at the end of the school year. We keep track of student participation by keeping an FFA Point Awards spreadsheet.

Criteria 3: Practical Application of Agriculture Skills

Supervised Agriculture Experience

Here at Corcoran High School Agriculture Department, we believe that students will obtain an education that will lead them to a successful career path. The teachers strive to show students all the career opportunities that support the pathway goals and curriculum. The students are given opportunities at all levels for hands-on learning from the facilities on campus or at our laboratory farms. The facilities consist of a welding fabrication shop, an agriculture wood shop, three livestock barns, two small animal barns, and a large garden area. All of the different facilities allow us, the instructors, to enhance our curriculum to cover as much of the agriculture industry as possible with hands-on learning throughout our instruction.

At the end of July leading up to the new school year, the instructors had a meeting and decided who will be in charge of what Supervised Agricultural Experiences SAE for the upcoming school year. The division of responsibilities is as follows:

<u>Mr. Newby</u>	<u>Mr. Robinson</u>	<u>Mrs. Granicy</u>
Dairy & Beef Cattle	Lamb	Floral / Plants
Hog	Market Goats	Pheasants
Welding/Fabrication	Meat Chickens	Meat Rabbits
Large Farm		Meat Chickens

Since 2019 the Supervised Agricultural Experience presence in the chapter has been growing and this is one of the instructor's main focuses in the Corcoran Agriculture Department. Two of the three instructors working at Corcoran High School for the past two years have greatly

helped with student involvement in raising and showing livestock as their Supervised Agriculture Experience at the Kings County Fair. In 2019 Corcoran had 32 students in the fair and this year there were 42 students participating at the fair with livestock. Those students who wanted to have a livestock project but were unable to fund a project had the ability to apply for the United States Department of Agriculture Farm Service Agency Loan. This gave the opportunity for students to fund the start of their project. It also allowed the student to pay off the loan at the end of the project after selling it at the Kings County Fair. While the fair numbers have increased over the past two years, one area that needs to be improved are projects outside of the traditional fair livestock projects.

In the spring I'm working on a great way for students to get involved in a Supervised Agricultural Experience that doesn't include a livestock project. The Linked Learning Project I'm working on, aligns so well with the Exploratory component of a Supervised Agriculture Experience. All students will be able to count this experience as an Exploratory SAE Project. The linked learning project "Wash Rack for the Rack of Lamb" will allow students to become aware of a career as a contractor with an emphasis on helping the agriculture farm. The students will observe and assist throughout the entire project. Students will then receive the real world technical skills of actually doing the preparation of the concrete with the guidance of a local contractor and his crew. Students job shadow the project of designing a sheep and goat wash rack that drains to one side and doesn't flood the surrounding area. Students will document this whole experience in their Agricultural Experience Tracker AET account.

Criteria 4: Qualified and Competent Personnel

At the Corcoran High School Agriculture department, there are three full time Agriculture teachers all with extended contracts. One of the three holds a Single Subject Teaching Credential in Agriculture as well as the Agriculture Specialist Credential. The two other teachers currently hold a Designated Subject Credential in Agriculture and Natural Resources. I'm currently working on my Masters in Agriculture Education. The educators at Corcoran have been chosen based upon their post-secondary education and experiences in the industry.

There was a recent opening at the three person department, of which two of the teachers had been employed at Corcoran for the past two years. With the newly established staff, the department has designed and improved the Agriculture Program. Moving the program towards a hands-on learning approach. The agriculture staff continues to attend professional development during the pandemic. By attending all regional CATA meetings for the San Joaquin region, sectional CATA meetings, the CATA summer conference hosted through Zoom, and the regional fall roadshow that will also be through Zoom.

The department had a few summer meetings to discuss how the new school year will look like during a pandemic. At this time the department has bi-weekly meetings and school wide professional learning communities, which are held on Wednesday afternoon through Zoom. At the bi-weekly Ag Staff meetings, we discuss what needs to be accomplished on the laboratory farm, the large farm, and the facilities on campus. We are also trying to come up with ways to

keep students involved in FFA. We are having monthly FFA Zoom meetings and social media campaigns to assure the survival of the program.

Criteria 5: Facilities, Equipment, and Materials

The Corcoran Agriculture Department has two agriculture department buildings on campus and a classroom. The Agriculture Shop is where the majority of construction happens for Agriculture Mechanics 1 classes along with the Floral Design class. The Agriculture Shop building includes a classical classroom, a construction shop, and the ag staff office. The second building is the Welding and Fabrication shop. The teachers also have a 20 acre laboratory farm and 120 acre row crop farm for student projects and for hands-on learning that happens outside the traditional classroom. On the laboratory farm, there is a hog barn, cattle barn, lamb barn, chicken barn, pheasant run, two new garages that are used for the rabbits and chickens, and a large area that is irrigated for a student run garden.

In 1977 the farm lab was given to the department by the Corcoran Unified School District to house livestock projects for fair and to encourage other small SAE projects. Since the beginning of the 2016 school year, many changes have taken place on the farm. The large farm was donated by J.G. Boswell in 2000 and has approximately 120 acres on the land. Currently, the crops grown throughout the year are cotton, corn, and winter wheat. In 2019 the farming account was operating with a positive financial outcome and was able to buy a Cotton Picker, a John Deere 9965, and a Cotton Module. During the Covid school closure, students were still able to participate in the 2020 cotton harvest because it was an outdoor activity. The students gained hours of hands on learning experience with the entire cotton harvest of 2020.

As part of my Masters, I have been working on the Rabbit Barn. The Rabbit Barn is getting a few upgrades this year to enhance the barn and create a new rabbit facility at the school farm. This barn is large enough to house the breeding rabbits that will assure that all students will have a successful meat pen SAE project at the school farm. The Corcoran Agriculture

Department does not currently have an insulated housing facility for rabbits. I plan to insulate the current rabbit barn so rabbits are comfortable and able to survive the summer heat of the valley. After insulation is installed, I can then determine if the cooler needs to be updated. Our goal for this past summer was to buy a PortaCooler to help cool down the rabbits.

Rabbit Meat Pens are an SAE project that is very popular with Corcoran FFA members, but many students do not have a proper place to house their meat pens. The plan is to unstack the breeder rabbit cages and put them on a table. Unstacking the cages will allow the students to have better access when taking rabbits out and tending to their daily care. There is money in the budget should new cages or supplies be needed in order for students to have a successful Rabbit Meat Pen SAE project. My plan is to have a fully functional Rabbit Barn for the 2021 fair season.

As the teacher, I need to set in place contracts and rules for joining the Rabbit Show Team. My goal is to allow students to have the proper structure to maintain a rabbit breeding SAE co-op project. I am ready to give students the opportunity to have a small animal project on the school farm. Pictures below show the before and after of the progress of the Rabbit Barn.

Before



After



Criteria 6: Community, Business, and Industry Involvement

Corcoran Unified School District believes in being “A Destination District” to drive the belief that parents will choose Corcoran Unified because of the high standards and success of its students. Corcoran High School has begun to heavily develop its Career Technical Education classes to enhance student opportunities. The Corcoran Agriculture Department has a very active advisory committee that is made up of community members, junior college representatives, and industry members. Our community members consist of Cody Baker and Nick Boyett; the industry members are Jason Mendes, Gabe Cooper and a representative from the College of Sequoia.

The Corcoran Agriculture Department advisory committee meets every semester at Corcoran High School with the agenda and past minutes being sent out a week before. The advisory has been a huge help by giving the agriculture teachers advice on the production farm. Mr. Mendes and Mr. Cooper gave us great farming practice advice on growing the cotton and getting the cotton picker ready for harvest. This is a huge contribution to our program and students receive hands-on learning of the type of work the industry professionals do. The advisory committees main purpose is to advise the department on current industry practices to better prepare the students for future careers in the agriculture industry. The most recent meetings have focused on how we can accomplish our wishlist items. One extremely large purchase on the list is a new tractor for the production farm. We are working on ways to fund this large expense.

Jason Mendes is currently our Advisory Committee Chair. Jason works for Boswell Maintenance Shop and is very passionate about our program and its success. He has always been someone that we can lean on and ask his opinion about the program.

Criteria 7: Career Guidance

Agriculture Educators, staff, and Learning Directors, provide ongoing support to the agriculture students to ensure they are enrolled in courses that meet their interests and career path. The Learning Directors meet with students once a year, and then twice during their Senior year. The agriculture teachers also have embedded career units into their curriculum for students to learn about the various career areas within the agriculture industry. Throughout an agriculture class, various skills are taught which relate directly to a career within the agriculture industry and students are always reminded of this throughout the year. We strive to make sure we set our students up for career success no matter what career they may choose.

With all of the technology today, the student data sheets are done digitally through CalAgEd. Student Data Sheets are completed by every student within the first few weeks of school, this is done every year by every student.

Currently, we do not have an articulation agreement with a Junior College. Next year the plan is to have dual enrollment with College of the Sequoia for the Agriculture Mechanic Pathway.

Criteria 8: Program Promotion

Recruitment is very important in keeping our agriculture program going; no kids means no program! The school puts on a Pathway Night Showcase to introduce all 8th graders to the high school pathways. It is here where the kids see what the FFA program is all about. Teachers bring projects, pictures, and live animals for kids to see. Due to the success of the chapter and publicity in the newspaper, the community knows what agriculture is all about and it's an awesome pathway.

There are a few ways that we aim to retain our students. The major one is that the students sign up for a pathway their freshman year; either the Agriculture Mechanics or the Animal Science Pathway. Then, we agree to teach a series of classes within either of those pathways for the next four years. We have embedded the FFA program and FFA activities into the Pathways in order to motivate and engage with students. Students participate in various activities on the school farm and become vital to its upkeep. We have a large number of students who utilize the school farm for many different types of SAE projects. We have noticed that this is another way the pathways retain students.

Program promotion for the Corcoran Agriculture Department has been going through some changes to improve the program moving forward. The teachers in the department work together in promoting the different events that occur in the department; such as, FFA meetings, farm clean up days, CDE information, and livestock updates. Mr. Robinson oversees the Officer Team and Chapter Activities. He regularly sends emails with updates and event changes that may occur within the chapter. At the beginning of the school year, we were unsure of what our calendar could look like. Therefore, we did not generate a calendar of activities for students and parents at the beginning of the school year. Instead, we have made the calendar of events and

activities available in our classrooms, our new website, and through social media when events have been scheduled. Students are aware of the website, where they can read all the information about the program, teachers, classes offered, FFA activities, CDE teams, and livestock projects.

Criteria 9: Program Accountability and Planning

The Corcoran Agriculture Department is currently redeveloping a comprehensive plan for the program with the new FFA state guidelines and expectations. Currently, we are working on getting everything updated for this school year and submitting it to our regional supervisor by November 15th.

At Corcoran High School we have a Work Based Learning Coordinator, Deanna Gabbard, who helps us gather the data for the graduate follow up survey. Mrs. Gabbard communicates by phone and asks students a series of questions regarding college enrollment and work status. All agriculture graduate students are asked a few more in depth questions regarding the major and the workplace they chose in order to determine if they align with an agriculture career.

For those who complete the program and receive their state degree, the department prepares a special recognition of their accomplishment upon graduation.. The department gives the students who have completed four years of agriculture education at Corcoran High School a cord for their graduation robe and an FFA sash for the students who have obtained their state degree.

The overall goal is to recruit the incoming freshmen and retain the existing enrolled students in the Agriculture Pathways. Within the past two years, we have struggled having students complete the program because of class distribution and lack of options for upperclassmen, but now that we have two strong pathways we have had the chance to see the retention rates increase.

Criteria 10: Student Enrollment and Class Sizes

In the Corcoran Agriculture Department, we strive to maintain the proper student-teacher ratio to maximize student learning. Corcoran High School has made huge steps in increasing the amount of elective and CTE courses offered. The shop classes seat at the 22:1 ratio for safety and the Floral Design class seats at the 28:1 ratio. Over the last year, the Learning Directors on campus worked with the Agriculture Department to keep the classes at the correct ratio. We do appreciate the school site efforts and understanding as we aim to follow class sizes rules in order to receive AIG funding.

The Corcoran Agriculture Department prides itself on its classroom management and if any issues with students arise, they are dealt with in the classroom. Corcoran High School adapted the Positive Behavior Intervention Supports or PBIS in August of 2013, which is still being successfully used today.

Criteria 11: Full Year Employment

The Corcoran Agriculture Department staff can choose to be on an 11 or 12 month contracted employee. Each agriculture teacher has an additional 40 days extended contract which is compensated. The extended contract days are used during weekends or non district calendar days, such as summer or during holidays. A major contribution to the days completed toward the contract is spent advising students on SAE projects, FFA events, and running the school farm laboratory.

Last school year each teacher was provided one prep period and one additional SAE period. This year due to the pandemic, our district did not provide an additional SAE period. Most likely we will not be seeing an SAE period this school year as we adjust back to in-person teaching. Once we return to face-to-face instruction, we will suggest to the district that it would be beneficial to bring back our SAE prep period.

Criteria 12: Program Achievements

Our program offers a lot of Chapter Activities and expects our students to attend ten activities a year or five each semester. The chapter is beginning to grow and we are looking forward to growing in some areas we have lacked in the past; such as, Leadership and Career Development Opportunities.

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET


Year **19-20** School **Corcoran High School**


Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS
Attended the following:	
Greenhand Conference	9
Made For Excellence Conference	
Advanced Leadership Academy	9
Chapter Officer Leadership Conference	6
Spring Region Meeting	5
State Leadership Conference	2
National Convention	
Submitted the following:	
State Degree Application	5
American Degree Application	1
Proficiency Award Application - Section	
Chapter Award Application - State	
Scholarship Application - State	
Participated in the following:	
Opening and Closing Contest - Section	6
Best Informed Greenhand Contest - Section	
Co-Op Marketing Quiz - Section	
Creed Recitation - Section	
Extemporaneous Speaking - Section	
Job Interview - Section	
Impromptu Speaking - Section	
Prepared Speaking - Section	
Parliamentary Procedure - Section	
County/District Fair/Show	31
Career Development Teams (other than those identified above)	
1 Cotton	10
2 Citrus	7
3	
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1 World Ag Expo	35
2 TK Sectional Meeting at Adventure Park	18
3 Women in Trades Conf	16
4 COS New Member Field Day	16
5 Cal Poly 26 Hour Program	8
TOTAL AREAS MET	17

Student Data Sheet

Over the past three years, our program has not utilized Student Data Sheets, but we do take a few days to create them, start the student's profiles, and update them. I have a lot of Freshmen and first year FFA members which I give step by step instructions on how to navigate through AET. In the other classes, students update their information with the guidance of an agriculture teacher.

 Corcoran | Madison Thomas Log Out

 Blue: 2
Gold: 1

Profile | Journal | Finances | Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$2,139

Current/Projects: \$2,533

Non-Current: \$0

Liabilities: \$3,500


Student Help

Teacher Help

AET Classroom

Ask AET a Question

My Program




Corcoran
466 Students
3 Teachers
5 AET Log-Ins this week

Privacy Settings

Scoreboard Privacy:
Hide name in scoreboard?
☐ Yes ☒ No

Account Information and Settings



Program: Corcoran
Member Number: 602973158
Basic Profile Complete: **100%**
Personal and Parent Contact Info: **100%**
Emergency Info and Permission Forms: **100%**
Password: Reset
Profile Pic:

Demographics

HS Graduation: June 2021
Shirt Size: L
Gender: Female
Race: White, Non-Hispanic
Ethnicity: Non-Hispanic
Residence: Rural

Primary Mailing Address

Address:
City, State, Zip:



Corcoran | Jesus Aguilar Rodriguez

Log Out

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$718

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

My Program



Corcoran
466 Students
3 Teachers
5 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:
Hide name in scoreboard?

☐ Yes ☒ No

Account Information and Settings



Jesus Aguilar Rodriguez

Program: Corcoran

Member Number: 603368380

Basic Profile Complete: 100% ?

Personal and Parent Contact Info: 80%

Emergency Info and Permission Forms: 100%

Password:

Reset

Profile Pic:

Upload

Demographics

HS Graduation: June 2022

Shirt Size: M

Gender: Male

Race: Hispanic

Ethnicity: Hispanic

Residence: Suburb

Primary Mailing Address

Address:

City, State, Zip:



Corcoran | Jayden Diaz

Log Out

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$437

Current/Projects: \$125

Non-Current: \$150

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

My Program



Corcoran
466 Students
3 Teachers
5 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:
Hide name in scoreboard?

☐ Yes ☒ No

Account Information and Settings



Jayden Diaz

Program: Corcoran

Member Number: 602973130

Basic Profile Complete: 100% ?

Personal and Parent Contact Info: 100%

Emergency Info and Permission Forms: 100%

Password:

Reset

Profile Pic:

Upload

Demographics

HS Graduation: June 2021

Shirt Size: L

Gender: Female

Race: Hispanic

Ethnicity: Hispanic

Residence: Town

Primary Mailing Address

Address:

City, State, Zip:



Corcoran | Skylar Cooper

Log Out

Blus: 2

Profile

Journal

Finances

Reports

Chapter Account
Inbox
Calendar
Portfolio
Scoreboard
Sign Off

Cash/Checking: \$-016
Current/Projects: \$0
Non-Current: \$0
Liabilities: \$0

Student Help
Teacher Help
AET Classroom
Ask AET a Question

My Program



Corcoran
466 Students
3 Teachers
5 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No

Account Information and Settings



Program: Corcoran
Member Number: 602973171
Basic Profile Complete: **100%**
Personal and Parent Contact Info: **100%**
Emergency Info and Permission Forms: **100%**

Password:

Reset

Profile Pic:

Upload

Demographics

HS Graduation: June 2021
Shirt Size: L
Gender: Female
Race: White, Non-Hispanic
Ethnicity: Non-Hispanic
Residence: Town

Primary Mailing Address

Address:
City, State, Zip:



Corcoran | Dallas Echavarria

Log Out

Blus: 1

Profile

Journal

Finances

Reports

Chapter Account
Inbox
Calendar
Portfolio
Scoreboard
Sign Off

Cash/Checking: \$1,888
Current/Projects: \$0
Non-Current: \$0
Liabilities: \$0

Student Help
Teacher Help
AET Classroom
Ask AET a Question

My Program



Corcoran
466 Students
3 Teachers
5 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No

Account Information and Settings



Program: Corcoran
Member Number: 602973090
Basic Profile Complete: **100%**
Personal and Parent Contact Info: **100%**
Emergency Info and Permission Forms: **100%**

Password:

Reset

Profile Pic:

Upload

Demographics

HS Graduation: June 2021
Shirt Size: M
Gender: Female
Race: Hispanic
Ethnicity: Hispanic
Residence: Town

Primary Mailing Address

Address:
City, State, Zip:



Corcoran | Misty Gomez

Log Out

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$573

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

My Program



Corcoran
466 Students
3 Teachers
5 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:
Hide name in scoreboard?

☐ Yes ☒ No

Account Information and Settings



Program: Corcoran
Member Number: 603769321

Basic Profile Complete: **100%**

Personal and Parent Contact Info: **40%**

Emergency Info and Permission Forms: **10%**

Password:

Reset

Profile Pic:

Upload

Demographics

HS Graduation: June 2023
Shirt Size:
Gender: Female
Race: No Answer
Ethnicity: No Answer
Residence:

Primary Mailing Address

Address:
City State Zip



Corcoran | Tyler Gonzalez

Log Out

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$-4,825

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

My Program



Corcoran
466 Students
3 Teachers
5 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:
Hide name in scoreboard?

☐ Yes ☒ No

Account Information and Settings



Program: Corcoran
Member Number: 603368243

Basic Profile Complete: **100%**

Personal and Parent Contact Info: **80%**

Emergency Info and Permission Forms: **10%**

Password:

Reset

Profile Pic:

Upload

Demographics

HS Graduation: June 2022
Shirt Size: M
Gender: Male
Race: Hispanic
Ethnicity: Hispanic
Residence: Suburb

Primary Mailing Address

Address:
City State Zip



Corcoran | Jaden Flores

Log Out

Profile

Journal

Finances

Reports

Chapter Account
Inbox
Calendar
Portfolio
Scoreboard
Sign Off

Cash/Checking: \$1,200
Current/Projects: \$0
Non-Current: \$0
Liabilities: \$0

Student Help
Teacher Help
AET Classroom
Ask AET a Question

My Program



Corcoran
466 Students
3 Teachers
5 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:
Hide name in scoreboard?

☐ Yes ☒ No

Account Information and Settings



Program: Corcoran
Member Number: 602973117
Basic Profile Complete: **100%** ?
Personal and Parent Contact Info: **60%**
Emergency Info and Permission Forms: **60%**

Password:

Profile Pic:

Demographics

HS Graduation: June 2021
Shirt Size:
Gender: Female
Race: No Answer
Ethnicity: No Answer
Residence:

Primary Mailing Address

Address:
City, State, Zip:



Corcoran | Cassidy Frey

Log Out

Profile

Journal

Finances

Reports

Chapter Account
Inbox
Calendar
Portfolio
Scoreboard
Sign Off

Cash/Checking: \$715
Current/Projects: \$0
Non-Current: \$0
Liabilities: \$0

Student Help
Teacher Help
AET Classroom
Ask AET a Question

My Program



Corcoran
466 Students
3 Teachers
5 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:
Hide name in scoreboard?

☐ Yes ☒ No

Account Information and Settings



Program: Corcoran
Member Number: 602973073
Basic Profile Complete: **100%** ?
Personal and Parent Contact Info: **100%**
Emergency Info and Permission Forms: **100%**

Password:

Profile Pic:

Demographics

HS Graduation: June 2021
Shirt Size: S
Gender: Female
Race: White, Non-Hispanic
Ethnicity: Non-Hispanic
Residence: Town

Primary Mailing Address

Address:
City, State, Zip:



Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$3,380

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

My Program

Corcoran
466 Students
3 Teachers
5 AET Logins this week

Privacy Settings

Scoreboard Privacy:
Hide name in scoreboard?

☐ Yes ☒ No

Account Information and Settings

Program: Corcoran
Member Number: 803656239

Basic Profile Complete: **100%**

Personal and Parent Contact Info: **80%**

Emergency Info and Permission Forms:

Password:

Reset

Profile Pic:

Upload

Demographics

HS Graduation: June 2022
Shirt Size: XL
Gender: Female
Race: White, Non-Hispanic
Ethnicity: Non-Hispanic
Residence: Town

Primary Mailing Address

Address:
City, State, Zip:

Agriculture Student Files

We currently are only holding on to older record books in case students from past years try and earn their American Degree. All other student records are recorded digitally on AET.





Mrs. Granicy-Bognuda Floral Design

2020-2021 Class Syllabus

Contact Info:

Mrs. Granicy-Bognuda

viktoriagranicy@corcoranunified.com

(559) 992-8884

Extension: 6281

AG Shop

Course Description:

The Art of History of Floral Design is a fine arts credit course with an emphasis on application of art applied through the medium of floral design. This course is designed to teach and familiarize students with introductory floral skills to prepare for an entry level position in the floral industry. In addition to floral arts and history each student will explore the principles of leadership including group presentations, individual presentations, and leadership styles to develop their leadership skills. FFA & SAE participation is required.

No Cell Phones or
Earphones in Class

Consequences

1. Class Warning
2. Individual Warning
3. Phone Confiscated
4. Given to LD



Grade Weights:

- 30% Classwork
- 30% Assessments
- 20% Projects & Labs
- 10% FFA Activities
- 10% SAE Projects

Grade Breakdown:

93% - 100%	=	A
90% - 92%	=	A-
87% - 89%	=	B+
83% - 86%	=	B
80% - 82%	=	B-
77% - 79%	=	C+
73% - 76%	=	C
70% - 72%	=	C-
67% - 69%	=	D+
63% - 66%	=	D
60% - 62%	=	D-
0 % - 59%	=	F

Classroom Procedures:

- Come to class on time and begin your daily Bell Work.
- Students are allowed water in the classroom. All other food and drinks must be discarded before entering class.
- Ask permission to use the restroom and fill out the restroom log.
- Students will not be permitted to leave until the classroom is clean/organized and students are sitting in their assigned seats.



We will be utilizing your
school issued laptop daily. It
is the student's responsibility
arrive in person or virtually
with it charged.

Distance Learning Procedures:

- Enter the Zoom Meeting on time and begin your daily Bell Work.
- If you need to use the restroom or step away to help a sibling please send Mrs. Bognuda a private message in the chat.
- You are expected to have their video on and have their face visible. Failure to do so will result in an absence.
- Please keep yourself on mute unless you have a question or are asked to unmute by Mrs. Bognuda.
- Wear clothing appropriate for school.

BOGNUMA'S TIP!

Your Interactive Notebooks and your AET Record Books are large parts of your grade. It is easy to get behind. Keep focused on these areas. It will pay off in the end!

My Course Policies and Expectations:



- **LATE WORK:**
 - All assignments will be given a due date. **LATE WORK** will be accepted, however the student will receive an **AUTOMATIC 30% DEDUCTION** from the score they receive.
- **NOTEBOOK CHECKS:**
 - Some assignments will be given out in the form of an **INTERACTIVE DIGITAL NOTEBOOK**. **NOTEBOOK CHECKS** will happen periodically to assess student progress and understanding of content. Students will be required to keep their notebooks organized.
 - Students **UNPREPARED** on the day of the notebook check will receive a **ZERO**.
 - Notebook checks can be made up for half credit within one week of the check.
 - **Examples of Notebooks:** FFA Unit Notebook and Floral Design Notebook.
- **FFA ACTIVITIES:**
 - FFA is an **INTRACURRICULAR** organization and as such, participation in FFA activities is **10%** of your overall grade.
 - Students must participate in **5 FFA ACTIVITIES** each semester to receive full credit.
- **SAE PROJECTS:**
 - Just like with activities, **Supervised Agricultural Experience Projects** are an integral part of FFA and agriculture classes. All students enrolled in an agriculture class in the USA are expected to have an SAE project.
 - **SAE Projects** are **10%** of your overall grade.
 - SAE Projects will be recorded in an online Record Book through AET.
 - **Examples of SAE Projects:** Raising Livestock, Ag Mech Projects, Agriscience Fair Projects, Raising a Garden, Working a Job Relating to Agriculture, and so much more!
- **Cheating and Plagiarism:**
 - Any student(s) caught cheating on a test/quiz or copying any portions of assignments, projects, or lab reports will automatically receive a **ZERO** for that activity with no chance to make it up or receive partial credit. Also, their Learning Director and Parents/Guardians will be notified.
- **ABSENCES AND MAKE-UP WORK:**
 - It is the student's responsibility to check the **Weekly Agenda** and **Google Classroom** for assignments that they have missed.
 - A reasonable time period for excused absences will be given to complete assignments for 100% credit. This will usually be the same number of days they were absent.
 - Unexcused late work will receive an **AUTOMATIC DEDUCTION of 30%**.



COMMONLY USED WEBSITES

CLICK ON THE PICTURE FOR THE LINK



Letter to Parents/Guardians:

Dear Parent/Guardian,

Hello! I am extremely excited that I have the opportunity to have your student in [Art & History Floral Design](#) at Corcoran High School. Being enrolled in an agriculture program class means your student will be a member of the National FFA Organization, which is the largest and most successful youth leadership organization in the world! The FFA Organization is an intracurricular part of all agriculture program courses in the United States. The agriculture program consists of three areas: **1) Classroom/Laboratory instruction, 2) FFA (leadership) development, and 3) Supervised Agricultural Experience (SAE) Projects.** **You will notice that FFA and SAE are actually part of your child's grade (intracurricular).**

The Corcoran High School Farm is a 120 acre student instructional laboratory. Many students house their SAE projects at the farm laboratory. The SAE Project is similar to homework completed outside of class. During your child's first year in the ag program they will plan their SAE project. The FFA/leadership sector of the program requires each member to be involved in a minimum of at least five activities throughout the semester as a graded component. There will be numerous FFA activities throughout the semester that your child may choose from, according to their schedule. Please encourage your student to partake in all activities that are possible. They will truly benefit from these activities and experiences as well as increase their chances of getting into a specific college, obtaining scholarship funds, developing citizenship/leadership skills, and ultimately gaining successful employment.

The Ag program is governed by the State Department of Vocational Education which requires all three areas of the vocational program to work together. **I understand this explanation of the program is very brief so please feel free to reach out to me with any questions or concerns.** Parents and students are encouraged to follow Corcoran FFA on Instagram, Facebook, and Remind to stay up-to-date with our program, upcoming activities, and opportunities. Please click on the pictures below to be taken to each website.

It is my belief that students learn best when they are having fun. I try my best to reach every student through fun, interactive, inquiry based activities that challenge students to think critically and outside of the box. Please make sure you access Aeries ([Click Here](#)) and update your preferences so that you can stay up to date on your students academic progress.

Thank You!

Viktoria
Granic-Bognuda



FOLLOW CORCORAN FFA ON SOCIAL MEDIA

CLICK ON THE PICTURE FOR THE LINK



Parent and Student Signatures:

Given the digital nature of this school year, I am asking families to sign the course syllabus digitally. Please follow the URL link below and complete the required information.

I am looking forward to an amazing school year! Together we can overcome the challenges of 2020! Let us be flexible and understanding with each other during this time.

Please let me know if you have any questions.



[CLICK HERE TO
SIGN SYLLABUS](#)

****Syllabus subject to change as directed by the need of the instructor, school site, and district.



Mrs. Granicy-Bognuda

Agriculture Mechanics 1

2020-2021 Class Syllabus

Contact Info:

Mrs. Granicy-Bognuda
viktoriagranicy@corcoranunified.com
(559) 992-8884
Extension: 6281
AG Shop

Course Description:

This course is designed to give students a broad introduction to the Ag.Mechanics industry and industry practices. The course is designed to give an introduction to careers, safety, ag. construction and fabrication, and FFA. Proper skills involving hand tools, power tools, and safety will be stressed. Students are apart of FFA, participation is required. Students are also required to have an SAE project for this class.

No Cell Phones or Earphones in Class

Consequences

1. Class Warning
2. Individual Warning
3. Phone Confiscated
4. Given to LD



Grade Weights:

30% Classwork
30% Assessments
20% Projects & Labs
10% FFA Activities
10% SAE Projects

Grade Breakdown:

93% - 100%	=	A
90% - 92%	=	A-
87% - 89%	=	B+
83% - 86%	=	B
80% - 82%	=	B-
77% - 79%	=	C+
73% - 76%	=	C
70% - 72%	=	C-
67% - 69%	=	D+
63% - 66%	=	D
60% - 62%	=	D-
0% - 59%	=	F

Classroom Procedures:

- Come to class on time and begin your daily Bell Work.
- Students are allowed water in the classroom. All other food and drinks must be discarded before entering class.
- Ask permission to use the restroom and fill out the restroom log.
- Students will not be permitted to leave until the classroom is clean/organized and students are sitting in their assigned seats.



We will be utilizing your school issued laptop daily. It is the student's responsibility arrive in person or virtually with it charged.

Distance Learning Procedures:

- Enter the Zoom Meeting on time and begin your daily Bell Work.
- If you need to use the restroom or step away to help a sibling please send Mrs. Bognuda a private message in the chat.
- You are expected to have their video on and have their face visible. Failure to do so will result in an absence.
- Please keep yourself on mute unless you have a question or are asked to unmute by Mrs. Bognuda.
- Wear clothing appropriate for school.

BOGNUDA'S TIP!

Your Interactive Notebooks and your AET Record Books are large parts of your grade. It is easy to get behind. Keep focused on these areas. It will pay off in the end!

My Course Policies and Expectations:



- **LATE WORK:**
 - All assignments will be given a due date. **LATE WORK** will be accepted, however the student will receive an **AUTOMATIC 30% DEDUCTION** from the score they receive.
- **NOTEBOOK CHECKS:**
 - Some assignments will be given out in the form of an **INTERACTIVE DIGITAL NOTEBOOK**. **NOTEBOOK CHECKS** will happen periodically to assess student progress and understanding of content. Students will be required to keep their notebooks organized.
 - Students **UNPREPARED** on the day of the notebook check will receive a **ZERO**.
 - Notebook checks can be made up for half credit within one week of the check.
 - **Examples of Notebooks:** FFA Unit Notebook and Ag. Mech I Notebook
- **FFA ACTIVITIES:**
 - FFA is an **INTRACURRICULAR** organization and as such, participation in FFA activities is **10%** of your overall grade.
 - Students must participate in **5 FFA ACTIVITIES** each semester to receive full credit.
- **SAE PROJECTS:**
 - Just like with activities, **Supervised Agricultural Experience Projects** are an integral part of FFA and agriculture classes. All students enrolled in an agriculture class in the USA are expected to have an SAE project.
 - **SAE Projects** are **10%** of your overall grade.
 - SAE Projects will be recorded in an online Record Book through AET.
 - **Examples of SAE Projects:** Raising Livestock, Ag Mech Projects, Agriscience Fair Projects, Raising a Garden, Working a Job Relating to Agriculture, and so much more!



- **Cheating and Plagiarism:**
 - Any student(s) caught cheating on a test/quiz or copying any portions of assignments, projects, or lab reports will automatically receive a **ZERO** for that activity with no chance to make it up or receive partial credit. Also, their Learning Director and Parents/Guardians will be notified.



- **ABSENCES AND MAKE-UP WORK:**
 - It is the student's responsibility to check the **Weekly Agenda** and **Google Classroom** for assignments that they have missed.
 - A reasonable time period for excused absences will be given to complete assignments for **100% credit**. This will usually be the same number of days they were absent.
 - Unexcused late work will receive an **AUTOMATIC DEDUCTION of 30%**.



COMMONLY USED WEBSITES

CLICK ON THE PICTURE FOR THE LINK



Letter to Parents/Guardians:

Dear Parent/Guardian,

Hello! I am extremely excited that I have the opportunity to have your student in Agriculture Mechanics 1 Aat Corcoran High School. Being enrolled in an agriculture program class means your student will be a member of the National FFA Organization, which is the largest and most successful youth leadership organization in the world! The FFA Organization is an intracurricular part of all agriculture program courses in the United States. The agriculture program consists of three areas: 1) Classroom/Laboratory instruction, 2) FFA (leadership) development, and 3) Supervised Agricultural Experience (SAE) Projects. You will notice that FFA and SAE are actually part of your child's grade (intracurricular).

The Corcoran High School Farm is a 120 acre student instructional laboratory. Many students house their SAE projects at the farm laboratory. The SAE Project is similar to homework completed outside of class. During your child's first year in the ag program they will plan their SAE project. The FFA/leadership sector of the program requires each member to be involved in a minimum of at least five activities throughout the semester as a graded component. There will be numerous FFA activities throughout the semester that your child may choose from, according to their schedule. Please encourage your student to partake in all activities that are possible. They will truly benefit from these activities and experiences as well as increase their chances of getting into a specific college, obtaining scholarship funds, developing citizenship/leadership skills, and ultimately gaining successful employment.

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Thank You!

Viktoria
Granicy-Bognuda



FOLLOW CORCORAN FFA ON SOCIAL MEDIA

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Parent and Student Signatures:

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I am looking forward to an amazing school year! Together we can overcome the challenges of 2020! Let us be flexible and understanding with each other during this time.

Please let me know if you have any questions.



[CLICK HERE TO
SIGN SYLLABUS](#)

****Syllabus subject to change as directed by the need of the instructor, school site, and district.



Mrs. Granicy-Bognuda

Agriculture Mechanics 2

2020-2021 Class Syllabus

Contact Info:

Mrs. Granicy-Bognuda

viktoriagranicy@corcoranunified.com

(559) 992-8884

Extension: 6281

AG Shop

Course Description:

This course is designed to give students a basic understanding of fabrication, construction principles, and basic engineering. In addition, advanced techniques in MIG (GMAW), TIG (GTAW), Stick (SMAW) and oxy-acetylene welding, cutting will be stressed. Additionally, electrical principles and skills will be continued from their Ag Mech 1 experience. Students will fabricate a medium sized project (barbecue pit) to practice their skills and further their problem solving abilities. Students are apart of FFA, participation is required. Students are also required to have an SAE project for this class.

No Cell Phones or Earphones in Class

Consequences

1. Class Warning
2. Individual Warning
3. Phone Confiscated
4. Given to LD



Grade Weights:

- 30% Classwork
- 30% Assessments
- 20% Projects & Labs
- 10% FFA Activities
- 10% SAE Projects

Grade Breakdown:

93% - 100%	=	A
90% - 92%	=	A-
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77% - 79%	=	C+
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70% - 72%	=	C-
67% - 69%	=	D+
63% - 66%	=	D
60% - 62%	=	D-
0% - 59%	=	F

Classroom Procedures:

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- **Examples of Notebooks:** FFA Unit Notebook and Ag Mech 2 Notebook



- **FFA ACTIVITIES:**

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- Students must participate in **5 FFA ACTIVITIES** each semester to receive full credit.

- **SAE PROJECTS:**

- Just like with activities, **Supervised Agricultural Experience Projects** are an integral part of FFA and agriculture classes. All students enrolled in an agriculture class in the USA are expected to have an SAE project.
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COMMONLY USED WEBSITES

CLICK ON THE PICTURE FOR THE LINK



Letter to Parents/Guardians:

Dear Parent/Guardian,

Hello! I am extremely excited that I have the opportunity to have your student in **Agriculture Mechanics 2** at Corcoran High School. Being enrolled in an agriculture program class means your student will be a member of the National FFA Organization, which is the largest and most successful youth leadership organization in the world! The FFA Organization is an intracurricular part of all agriculture program courses in the United States. The agriculture program consists of three areas: **1) Classroom/Laboratory Instruction, 2) FFA (leadership) development, and 3) Supervised Agricultural Experience (SAE) Projects.** **You will notice that FFA and SAE are actually part of your child's grade (intracurricular).**

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Thank You!

Viktoriya
Granicy-Bognuda



**FOLLOW CORCORAN
FFA ON SOCIAL MEDIA**

CLICK ON THE PICTURE FOR THE LINK



Parent and Student Signatures:

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I am looking forward to an amazing school year! Together we can overcome the challenges of 2020! Let us be flexible and understanding with each other during this time.

Please let me know if you have any questions.



**CLICK HERE TO
SIGN SYLLABUS**

****Syllabus subject to change as directed by the need of the instructor, school site, and district.

Daily Grade Sheets

Assignment Analysis for 1 - Per. 1 - Floral Design - Fall (Granicy)

#	Category	Description	Due	Max Correct	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev
1	Classwork	FFA Interactive Notebook	9/5/2020	20	Yes	20	5	17.64	18.5	20	14.6	3.82	2.07
2	Classwork	Bell Work Week 4 Worksheet	9/4/2020	10	Yes	10	5	9.32	10	10	2.59	1.61	0.67
3	Assessment	Ag & Human Needs & Syllabus Quiz 1	9/1/2020	20	Yes	20	15	18.51	18	18	1.61	1.27	0.86
4	Classwork	Syllabus Scavenger Hunt !	8/28/2020	25	Yes	25	20	24.61	25	25	1.84	1.35	0.38
5	Classwork	Ag & Human Needs Worksheet	8/26/2020	25	Yes	25	25	25	25	25	0	0	0
6	Classwork	Week 3 Bell Work Worksheet	8/28/2020	10	Yes	10	5	8.78	9	9	1.73	1.31	0.85
7	Classwork	Personality Test Answer Worksheets	8/22/2020	25	Yes	25	5	21.51	23	24	21.11	4.59	2.72
8	Classwork	Hydro Flask Worksheet	8/21/2020	25	Yes	25	20	24.82	25	25	0.86	0.92	0.17
9	Classwork	About Me (Meaning YOU)	8/18/2020	25	Yes	25	20	22.37	22	22	2.24	1.49	1.11
10	Classwork	Week 2 Bell Worksheet	8/21/2020	5	Yes	5	2	4.64	5	5	0.53	0.73	0.35
11	Classwork	Week 6 Bell Worksheet	9/19/2020	10	Yes	10	10	10	10	10	0	0	0
12	Classwork	Floral Homework Notebook Ch1	9/1/2020	25	Yes	25	22	24.68	25	25	0.47	0.69	0.32
14	Classwork	Week 5 Bell Worksheet	9/11/2020	10	Yes	10	6	9.23	9	9	0.82	0.9	0.61
15	Classwork	Week 8 Bell Worksheet	10/2/2020	10	Yes	10	10	10	10	10	0	0	0
16	Classwork	Ch 1 Careers in Floriculture TEST	9/23/2020	40	Yes	40	22	33.86	34	34	15.98	3.99	2.75
17	Classwork	Week 7 Bell Worksheets	9/25/2020	10	Yes	10	10	10	10	10	0	0	0
18	SAE	Floral Tape/ Flower Pen	10/8/2020	50	Yes	50	50	50	50	50	0	0	0
19	Classwork	Floral ID Notebook Check #1	10/12/2020	20	Yes	20	10	19.36	20	20	4.74	2.17	0.61
20	Classwork	Week 10 Bell Worksheet	10/16/2020	10	Yes	10	10	10	10	10	0	0	0
21	SAE	Floral Homework Notebook Ch2	10/16/2020	20	No	0	0	0	0	0	0	0	0
22	Assessment	Ch 2 Test	10/16/2020	30	Yes	30	24	28.5	30	30	4.33	2.08	1.5
23	Classwork	Week 9 Bell Worksheet	10/9/2020	10	Yes	10	8	9.92	10	10	0.14	0.36	0.07
24	FFA Activities	FFA Activity Points	12/11/2020	50	No	0	0	0	0	0	0	0	0

Assignment Analysis for 2 - Per. 2 - Ag Mech 1 - Fall (Granicy)

#	Category	Description	Due	Max Correct	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev
1	Classwork	FFA Interactive Notebook	9/5/2020	20	Yes	19	5	16.06	18	18	16.72	4.09	2.31
2	Classwork	Bell Work Week 4 Worksheet	9/4/2020	10	Yes	10	1	6.87	7.5	5	6.65	2.57	2.12
3	Assessment	Ag & Human Needs & Syllabus Quiz 1	8/28/2020	20	Yes	20	6	16	18	18	15.2	3.89	2.95
4	Classwork	Syllabus Scavenger Hunt !	8/28/2020	25	Yes	25	15	21.14	21	25	15.51	3.93	3.28
5	Classwork	Ag & Human Needs Worksheet	8/26/2020	25	Yes	25	15	22.29	24	25	9.47	3.07	2.64
6	Classwork	Week 3 Bell Work Worksheet	8/28/2020	10	Yes	10	1	5.58	5	5	6.88	2.62	1.52
7	Classwork	* Your Toolbox Worksheet	9/1/2020	25	Yes	25	2	23.72	25	25	29.38	5.42	1.27
8	Classwork	Personality Test Answer Worksheets	8/22/2020	25	Yes	25	15	20.61	20	20	14.08	3.75	2.92
9	Classwork	About Me* (Meaning YOU)	8/18/2020	25	Yes	25	5	19.15	20	20	27.25	5.22	3.36
10	Classwork	Week 2 Bell Worksheet	8/21/2020	5	Yes	5	2	3.47	3	3	0.81	0.9	0.68
41	Classwork	Week 6 Bell Worksheet	9/18/2020	10	Yes	10	1	8.52	10	10	9.63	3.1	1.47
42	Classwork	Week 5 Bell Worksheet	9/11/2020	10	Yes	10	1	4.95	5	1	11.58	3.4	2.98
53	Assessment	Ethics and YOU in the Construction Industry	9/18/2020	100	Yes	100	82	89.41	88	88	24.88	4.98	3.52
54	Classwork	Week 8 Bell Work Worksheet	10/2/2020	10	Yes	10	1	8.31	10	10	9.96	3.15	1.88
55	SAE Projects	Peer Review of Ethical Scenarios	9/25/2020	10	Yes	10	10	10	10	10	0	0	0
56	SAE Projects	Unethical Scenarios GROUPS	9/24/2020	25	Yes	25	25	25	25	25	0	0	0
57	Classwork	Bell Work Week 7 Worksheet	9/26/2020	10	Yes	10	5	9.66	10	10	1.66	1.29	0.33
74	Assessment	WD-40 Cleaning, Storage and Maintenance of Tools and	9/29/2020	100	Yes	100	80	88.33	85	80	85.29	9.23	8.33
75	Assessment	S/P2 Construction	10/6/2020	100	Yes	100	80	89.33	88	84	44.95	6.7	5.6
76	FFA Activities	FFA Activity Points	12/11/2020	50	No	0	0	0	0	0	0	0	0

Assignment Analysis for 5 - Per. 5 - Ag Mech 1 - Fall (Granicy)

#	Category	Description	Due	Max Correct	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev
11	Classwork	FFA Interactive Notebook	9/5/2020	20	Yes	20	1	15.11	16.5	20	40.1	6.33	4.22
12	Classwork	Bell Work Week 4 Worksheet	9/4/2020	10	Yes	10	1	5.5	6.5	1	13.73	3.7	3.3
13	Assessment	Ag & Human Needs & Syllabus Quiz 1	8/28/2020	20	Yes	20	12	17.84	18	20, 18	6.61	2.57	1.76
14	Classwork	Syllabus Scavenger Hunt !	8/28/2020	25	Yes	25	20	24.46	25	25	1.69	1.3	0.53
15	Classwork	Ag & Human Needs Worksheet	8/26/2020	25	Yes	25	15	24.41	25	25	5.88	2.42	0.58
16	Classwork	Week 3 Bell Work Worksheet	8/28/2020	10	Yes	10	1	7.06	8	5	7.28	2.69	2.18
17	Classwork	* Your Toolbox Worksheet	8/21/2020	25	Yes	25	25	25	25	25	0	0	0
18	Classwork	About Me* (Meaning YOU)	8/18/2020	25	Yes	25	15	20.86	20	20	5.86	2.42	1.44
19	Classwork	Personality Test Answer Work Sheets	8/22/2020	25	Yes	25	15	22.85	25	25	14.28	3.77	2.14
20	Classwork	Week 2 Bell Worksheet	8/21/2020	5	Yes	5	1	3.62	3.5	3	1.45	1.2	1
44	SAE Projects	Week 6 Bell Worksheet	9/18/2020	10	Yes	10	8	9.87	10	10	0.25	0.5	0.12
45	SAE Projects	Week 5 Bell Worksheet	9/12/2020	10	Yes	10	1	5.85	8	8	12.87	3.58	2.95
53	Assessment	Ethics and YOU in the Construction Industry	9/18/2020	100	Yes	100	82	87.66	88	88, 82	35.88	5.99	4.33
59	Classwork	Week 8 Bell Work Worksheet	10/2/2020	10	Yes	10	8	9.86	10	10	0.26	0.51	0.13
60	SAE Projects	Peer Review of Ethical Scenarios	9/25/2020	10	Yes	10	5	9.72	10	10	1.38	1.17	0.27
61	SAE Projects	Unethical Scenarios GROUPS	9/24/2020	25	Yes	25	20	24.72	25	25	1.38	1.17	0.27
62	Classwork	Bell Work Week 7 Worksheet	9/26/2020	10	Yes	10	8	9.87	10	10	0.25	0.5	0.12
74	Assessment	WD-40 Cleaning, Storage and Maintenance of Tools and	9/29/2020	100	Yes	100	80	87.05	88	80	57.55	7.58	6.35
75	Assessment	S/P2 Construction	10/6/2020	100	Yes	100	80	89	88	92, 88	28.54	5.15	3.66
76	FFA Activities	FFA Activity Points	12/11/2020	50	No	0	0	0	0		0	0	0

Assignment Analysis for 6 - Per. 6 - Ag Mech 1 - Fall (Granicy)

#	Category	Description	Due	Max Correct	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev
21	Classwork	FFA Interactive Notebook	9/5/2020	20	Yes	20	17	18.58	19	20	1.63	1.27	1.11
22	Classwork	Bell Work Week 4 Worksheet	9/4/2020	10	Yes	10	3	8.82	10	10	3.77	1.94	1.17
23	Assessment	Ag & Human Needs & Syllabus Quiz 1	8/28/2020	20	Yes	20	2	17.2	18	18	15.74	3.96	2
24	Classwork	Syllabus Scavenger Hunt !	8/28/2020	25	Yes	25	10	22.7	25	25	20.84	4.56	2.29
25	Classwork	Ag & Human Needs Worksheet	8/26/2020	25	Yes	25	20	24.5	25	25	2.36	1.53	0.5
26	Classwork	Week 3 Bell Work Worksheet	8/28/2020	10	Yes	10	1	8.6	10	10	6.56	2.56	1.4
27	Classwork	* Your Toolbox Worksheet	8/21/2020	25	Yes	25	25	25	25	25	0	0	0
28	Classwork	Personality Test Answer Worksheets	8/22/2020	25	Yes	25	25	25	25	25	0	0	0
29	Classwork	About Me* (Meaning YOU)	8/18/2020	25	Yes	25	25	25	25	25	0	0	0
30	Classwork	Week 2 Bell Worksheet	8/21/2020	5	Yes	5	1	3.83	4	5	1.44	1.2	0.94
47	Classwork	Week 6 Bell Worksheet	9/18/2020	10	Yes	10	1	8.8	10	10	7.64	2.76	1.2
49	Classwork	Week 5 Bell Worksheet	9/14/2020	10	Yes	10	2	8.41	10	10	5.5	2.34	1.58
53	Assessment	Ethics and YOU in the Construction Industry	9/18/2020	100	Yes	100	53	86.55	88	88	94.47	9.71	5.65
64	Classwork	Week 8 Bell Work Worksheet	10/2/2020	10	Yes	10	8	9.88	10	10	0.23	0.48	0.11
65	SAE Projects	Peer Review of Ethical Scenarios	9/25/2020	10	Yes	10	10	10	10	10	0	0	0
66	SAE Projects	Unethical Scenarios GROUPS	9/24/2020	25	Yes	25	25	25	25	25	0	0	0
67	Classwork	Bell Work Week 7 Worksheet	9/26/2020	10	Yes	10	10	10	10	10	0	0	0
74	Assessment	WD-40 Cleaning, Storage and Maintenance of Tools and	9/29/2020	100	Yes	100	80	85.29	80	80	51.47	7.17	5.29
75	Assessment	S/P2 Construction	10/6/2020	100	Yes	92	80	84.82	84	80	21.52	4.63	3.88
76	FFA Activities	FFA Activity Points	12/11/2020	50	No	0	0	0	0		0	0	0

Assignment Analysis for 7 - Per. 7 - Ag Mech 2 - Fall (Granicy)

#	Category	Description	Due	Max Correct	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev
1	Classwork	FFA Interactive Notebook	9/5/2020	20	Yes	20	1	13.76	18	20, 1	63.49	7.96	5.57
2	Classwork	Week 4 Bell Worksheet	9/4/2020	10	Yes	10	4	8.53	10	10	4.69	2.16	1.46
3	Assessment	Ag & Human Needs & Syllabus Quiz 1	8/28/2020	20	Yes	20	14	17.52	18	18	2.92	1.71	1.31
4	Classwork	Syllabus Scavenger Hunt I	8/28/2020	25	Yes	25	20	24.37	25	25	2.91	1.7	0.62
5	Classwork	Ag & Human Needs Worksheet	8/25/2020	25	Yes	25	10	21.93	24.5	25	18.99	4.35	3.06
6	Classwork	Week 3 Bell Work Worksheet	8/28/2020	10	Yes	10	5	9.31	10	10	2.49	1.57	0.88
7	Classwork	AgMech2. Student Tools Bench Worksheet	9/1/2020	25	Yes	25	25	25	25	25	0	0	0
8	Classwork	About Me* (Meaning YOU)	8/18/2020	25	Yes	25	15	24.25	25	25	5.98	2.44	0.75
9	Classwork	Personality Test Answer Work Sheets	8/21/2020	25	Yes	25	12	20.47	22	25, 22	20.83	4.54	3.29
10	Classwork	Week 2 Bell Worksheet	8/21/2020	5	Yes	5	1	3.58	4	4	1.88	1.37	1
11	Classwork	Week 6 Bell Worksheet	9/18/2020	10	Yes	10	10	10	10	10	0	0	0
12	Classwork	Week 5 Bell Worksheet	9/11/2020	10	Yes	10	4	8.35	8	10	3.99	1.99	1.52
13	Assessment	Ethics and YOU in the Welding Industry	9/18/2020	100	Yes	100	90	94.6	93	93	10.67	3.26	1.9
14	SAE Projects	Peer Review of Ethical Scenarios	9/25/2020	10	Yes	10	10	10	10	10	0	0	0
15	SAE Projects	Unethical Scenarios GROUPS	9/24/2020	25	Yes	25	20	24.44	25	25	2.61	1.61	0.55
16	Classwork	Bell Work Week 7 Worksheet	9/26/2020	10	Yes	10	10	10	10	10	0	0	0
17	Assessment	WD-40 Cleaning, Storage and Maintenance of Tools and	9/29/2020	100	Yes	100	90	93.15	90	90	22.8	4.77	3.15
18	Assessment	S/P2 Welding	10/9/2020	100	Yes	100	90	92.87	91.5	90	14.41	3.79	2.87
19	FFA Activities	FFA Activity Points	12/11/2020	50	No	0	0	0	0		0	0	0

Assignment Analysis for 8 - Per. 8 - Ag Mech 1 - Fall (Granicy)

#	Category	Description	Due	Max Correct	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev
31	Classwork	FFA Interactive Notebook	9/5/2020	20	Yes	20	12	18.4	20	20	6.4	2.52	1.8
32	Classwork	Bell Work Week 4 Worksheet	9/4/2020	10	Yes	10	1	7.22	9	10	9.94	3.15	2.77
33	Assessment	Ag & Human Needs & Syllabus Quiz 1	8/28/2020	20	Yes	20	6	17.4	18	18	13.09	3.61	2
34	Classwork	Syllabus Scavenger Hunt I	8/28/2020	25	Yes	25	25	25	25	25	0	0	0
35	Classwork	Ag & Human Needs Worksheet	8/26/2020	25	Yes	25	25	25	25	25	0	0	0
36	Classwork	Week 3 Bell Work Worksheet	8/28/2020	10	Yes	10	2	7.18	8	10	9.44	3.07	2.61
37	Classwork	* Your Toolbox Worksheet	9/1/2020	25	Yes	25	25	25	25	25	0	0	0
38	Classwork	Personality Test Answer Work Sheets	8/22/2020	25	Yes	25	25	25	25	25	0	0	0
39	Classwork	About Me* (Meaning YOU)	8/18/2020	25	Yes	25	25	25	25	25	0	0	0
40	Classwork	Week 2 Bell Worksheet	8/21/2020	5	Yes	5	2	4.08	4.5	5	1.12	1.06	0.93
50	Classwork	Week 6 Bell Worksheet	9/18/2020	10	Yes	10	8	9.62	10	10	0.65	0.8	0.37
52	Classwork	Week 5 Bell Worksheet	9/14/2020	10	Yes	10	2	7.05	8	8	7.93	2.81	2.05
53	Assessment	Ethics and YOU in the Construction Industry	9/18/2020	100	Yes	100	65	88.04	88	94, 88	55.24	7.43	5.09
69	Classwork	Week 8 Bell Work Worksheet	10/2/2020	10	Yes	10	5	8.21	10	10	6.18	2.48	1.78
70	SAE Projects	Peer Review of Ethical Scenarios	9/25/2020	10	Yes	10	10	10	10	10	0	0	0
71	SAE Projects	Unethical Scenarios GROUPS	9/24/2020	25	Yes	25	25	25	25	25	0	0	0
72	Classwork	Bell Work Week 7 Worksheet	9/26/2020	10	Yes	10	5	8.93	10	10	4.06	2.01	1.06
74	Assessment	WD-40 Cleaning, Storage and Maintenance of Tools and	9/29/2020	100	Yes	100	80	83.88	80	80	30.92	6.07	3.88
75	Assessment	S/P2 Construction	10/8/2020	100	Yes	96	72	83.71	84	84	30.68	5.53	3.71
78	FFA Activities	FFA Activity Points	12/11/2020	50	No	0	0	0	0		0	0	0

SAE Project Visits

Currently, we do not have any students who have Livestock Projects at their homes. The Kings County Fair is June 10-13, 2021 and students will start getting their projects in January. In the past, we have not filled out an SAE Project Visits Form. Moving forward as a department, we discussed taking advantage of AET. On AET you can log SAE Project Visits which not only helps save paper but students can never lose it.

FFA Program of Activities

Corcoran FFA & Ag Department

Together We CAN. Together We WILL.

Program of Activities

2019 - 2020



Together We Can. Together We Will.

*Corcoran
FFA*

est. 1945



CORCORAN FFA - Program of Activities

Presented by the Corcoran FFA Chapter

Located in Corcoran, CA

Established in 1945





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CORCORAN FFA - Program of Activities

Introduction

Welcome to the 2019-2020 Corcoran FFA Chapter POA or program of activities. A program of activities is the roadmap or outline for the chapter and is usually developed by the Vice President and finalized by the rest of the officer team with the help of the advisors. POA's promote a sense of pride and accomplishment, it helps keep the chapter organized or on track, it holds ideas for growth within the chapter and community and you can visit it at any time for help if you need guidance. You will notice that this POA holds knowledge about our own chapter and about the FFA organization, goals for the year, a list of planned FFA activities that will better develop the chapter, a list of the committees our chapter offers, and a lot more. On behalf of the Corcoran FFA Chapter we hope you find all the information you need and hope you learn more about the FFA organization and about the Corcoran FFA Chapter.



CORCORAN FFA - Program of Activities

President's Forward

Dear Corcoran FFA members and guests,

As your President for the 2019-2020 school year, I would personally like to welcome all students and guests to the new school year. My fellow officers and I have planned for a very active and successful year with many fun and exciting activities. There will be a monthly meeting and many trips, in addition to judging and speaking contests and several leadership conferences.

Every single student will have the opportunity to become involved in various projects with many different benefits. You will be able to earn money, gain valuable experience, develop necessary leadership qualities and create lasting memories. I greatly encourage you to join one or more teams if possible. I joined two my freshman year and both teams helped me gain knowledge and confidence. FFA truly is amazing and has the power to change your life if you allow it to.

With your participation, cooperation, and hard work, we will have an extremely successful year. The team and I hope that all students get involved in any way possible and make the most of their time in FFA. Don't be nervous or hesitant and miss out on all the amazing opportunities FFA has to offer. Remember that you make FFA what you want it to be!

Sincerely,
Graciella Ramirez (Lulu)
Corcoran FFA President
2019-2020



2019-2020 Corcoran FFA Officer Team

President:

Graciella (Lulu) Ramirez



Vice President:

Madison (Maddi) Thomas



Secretary:

Emily (Emma) Vargas



Treasurer:

Jaden Flores



Reporter:

Dallas Echavarria



Sentinel:

Roxy Hart





CORCORAN FFA - Program of Activities

Chapter Officers Message

President's Message-

"Hello, my name is Graciella Ramirez but most people know me as Lulu. I am extremely excited to be an officer for the 2019-2020 school year. I am looking forward to working with my officers to ensure that our chapter continues to grow by increasing student interaction, involving the entire chapter in important decisions, incorporating new ideas and traditions while planning lots of fun events for the members to enjoy. We can make this chapter one that every student will want to join. FFA has made such a huge difference in my life that I want to give back and help other students realize how important, amazing, and life-changing FFA and agriculture is."

Vice President's Message-

"Hello, my name is Madison Thomas and I am so excited to be able to serve the members for the 2019-2020 FFA year. Throughout the year I will strive to have the member's voices being heard, connecting with them and will attempt to increase AET numbers by encouraging students to become more involved by SAE participation."

Secretary's Message-

"Hello my name is Emily Vargas and I am so excited to be able to serve the members for the 2019-2020 FFA year. This year I am striving to get all the information that is needed from all the meetings. I will also strive to get more students to participate in meetings, field trips, and activities. I am ready to start this year off right."

Treasurer's Message-

"My name is Jaden Flores and I am ecstatic about being selected as the treasurer for the 2019-2020 school year. This year I am aiming to hold more fundraisers that get the chapter involved while still bring in profits that help support our program."

Reporter's Message-

"My name is Dallas Echavarria and I am so thrilled about being selected as the reporter for the 2019-2020 school year. This year I am looking to advertise this chapter to not only the members but to the public of Corcoran, CA. I hope that in reaching out to the public and advertising our events we will gain more student and community involvement."

Sentinel's Message-

"My name is Roxy Hart and I am very excited about being selected as a sentinel for the 2019-2020 chapter office. This year I want to have more community service activities for the students so they can get more involved and serve their community at the same time."



CORCORAN FFA - Program of Activities

2019-2020 Advisors

Agriculture Department Head:

Dustin Newby



Head FFA Advisor:

Miles Robinson



Agriculture Pathway Lead:

Kaitlyn Rose





Advisor's Message

Dustin Newby:

"Corcoran's FFA program provides premier leadership, personal growth, and career success through our agricultural education here at Corcoran High. We believe hands-on work experiences and the development of life skills help our students discover their career path. It is essential to integrate innovative and leading-edge education, enabling our students to grow into competent leaders. My goal is to assist students in building valuable skills through hands-on experiential learning and demonstrating their proficiency, whether it be in the classroom setting, at an FFA competition, or while working with their SAE. I look forward to continuing to make a positive impact on our students and community. "

Miles Robinson:

"Agriculture and FFA are my two greatest passions and I want to share what I love about both with the members of our FFA Chapter. Over the past year we have grown so much as an agriculture department and an FFA chapter and I see us continuing that trend. Our students are so excited for what this school year has to offer and I can't wait to help guide them along the way. To me there are three words that encompass what the FFA has to offer: leadership, experience, and opportunity. FFA offers students to lead as examples by holding a position on our officer team or through one of our committees, career experience through SAE projects, career development events and leadership development events, and opportunities through local business affiliations, scholarships, field trips, science, art, and mechanics classes and so much more. I am so excited to see what our students are able to achieve this year!"

Kaitlyn Rose:

"Teaching agriculture has always been a passion of mine. I am excited to share my experiences and knowledge with my students this year. I hope to help students find their passion in agriculture and strive to encourage students to try new things. I truly believe that the FFA is so much more than cows, sows, and plows" and has so much to offer students. I am so grateful to be able to work with such a great group of students here with Corcoran FFA."



CORCORAN FFA - Program of Activities

School and District Staff

Principal:

Antonia Stone

Vice Principal:

JJ Albert

CTE Coach:**Coordinator:**

Alisa Gomez

Work-Based Learning

Deanna Gabbard

Learning Directors:

Gabriella Cruz

Ed Larkin

Hope Lerma

Superintendent:

Rich Merlo

Director of Educational Services:

Lora Cartwright





CORCORAN FFA - Program of Activities

Acknowledgment of School Board Members

President:

Patty Robertson
(Area 3)

**Vice President:**

Bobby Toney
(Area 1)

**Clerk:**

Sammy J. Ramirez
(Area 2)

**Member:**

Robert Alcorn
(Area 5)

**Member:**

Karen Frey
(Area 4)





CORCORAN FFA - Program of Activities

Corcoran FFA's Supporters



Budget Inn Motel

California Organic Fertilizers Inc

Thank you so much for your continued support of the agricultural education program and FFA chapter in Corcoran!! If it were not for your generous donations of financial support and time, we would not be as stable and functional as we are today. Thank You again!!!



FFA Mission and Strategies

“FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.”

To accomplish its mission, FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience programs.
- Encourages wise management of economic, environmental and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.



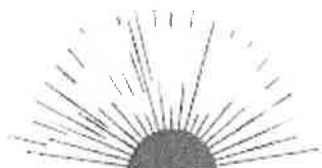
CORCORAN FFA - Program of Activities

FFA Emblem

The national FFA emblem, consisting of five symbols, is representative of the history, goals, and future of the organization. As a whole, the emblem covers the broad spectrum of FFA and agriculture. Each element within the emblem has unique significance.



The cross-section of the ear of corn provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.



The rising sun signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.



The plow signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength.



The eagle is the national symbol that serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.



The owl, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.



CORCORAN FFA - Program of Activities

FFA Colors, Motto & Salute

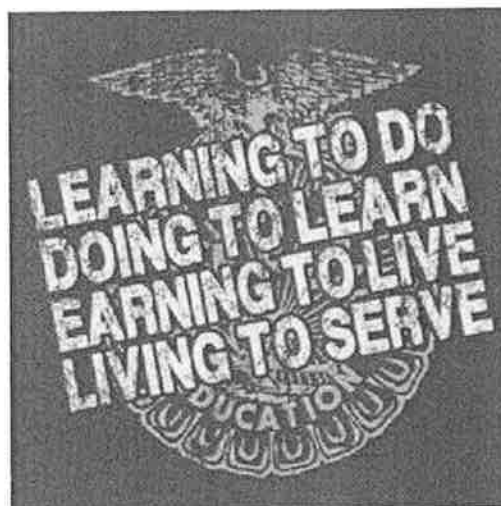
FFA Colors:



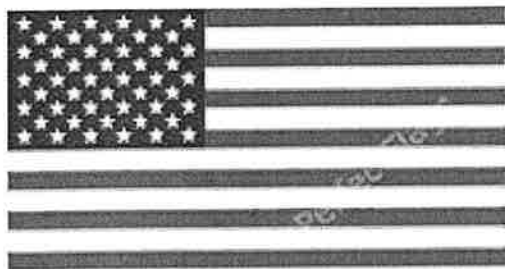
The official FFA colors are National Blue and Corn Gold. The blue was taken from the blue field of our nation's flag. The gold, however, stems from the golden fields of ripened corn. Together, the blue and gold provide the National FFA Organization with unity, and therefore the colors should be displayed with pride.

FFA Motto:

The FFA motto gives members 12 short words to live by as they experience the opportunities in the organization.



FFA Salute:



"I Pledge Allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."



CORCORAN FFA - Program of Activities

FFA Creed

FFA Creed:

The creed was written by E.M. Tiffany and adopted at the Third National FFA Convention. It was revised at the 38th and 63rd Conventions.

I believe in the future of agriculture, with a faith born not of words but of deeds – achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so—for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.



CORCORAN FFA - Program of Activities

FFA Code of Ethics

We will conduct ourselves at all times in order to be a credit to our organization, chapter, school, and community by:

1. Dressing neatly and appropriately for the occasion.
2. Showing respect for the rights of others and being courteous at all times.
3. Being honest and not taking unfair advantage of others.
4. Respecting the property of others.
5. Refraining from loud, boisterous talk, swearing, and other unbecoming conduct.
6. Demonstrating sportsmanship in the show ring, at career development events and meetings, and being modest in winning and generous in defeat.
7. Attending meetings promptly and respecting the opinion of others in discussion.
8. Taking pride in our organization, activities, supervised experience programs, exhibits and the occupation of agriculture.
9. Sharing with others experiences and knowledge gained by attending national and state meetings.

In addition to these guidelines set out by our national organization, we will also meet and exceed the expectations of our local organization as outlined below.

1. Follow all school policies regardless of if we are at a local, regional, state or national event. This includes drug and alcohol policy. We understand that students who do not adhere to school policies may be sent home at the expense of the parent.
2. Students are expected to act appropriately at all times and respectfully. We understand that we are representing our chapter, school, and community to the best of our ability.
3. Students should plan to follow any given instructions from the chaperone without question.
4. Official dress prevents students from using foul language, wearing hats, or any other offensive behavior as deemed by supervising staff.
5. Any discretion from these guidelines may result in immediate dismissal from the FFA activity at the family's expense.



CORCORAN FFA - Program of Activities

Official FFA Dress

Official FFA Jacket

Zipped to the top and worn only
by active FFA members



White Collared Shirt or Blouse

Neatly pressed, long-sleeve



Black Slacks or Skirt

Skirt at least knee-length,
Pressed evenly



Official FFA Scarf or Tie

The finishing touch



Black Dress Shoes

Closed heel and toe



Black Nylons or Socks

No rips or dirty marks





Proper Use of the FFA Jacket and Rules

Proper Use of the FFA Jacket

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The back of the jacket should have only a large official FFA emblem, the name of the state and the name of the local chapter, region, district or area. The front of the jacket should have only a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the FFA jacket.
11. Members should refrain from the use of tobacco and alcohol when underage at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member. No more than three medals should be worn on the jacket.



How Members can Order the FFA Jacket

The FFA jacket unifies members in a long-standing tradition and reminds them that they are part of something larger than themselves. We know that symbolic blue corduroy is far more than Official Dress, but an icon of an American tradition—instilling pride and responsibility in those who wear it.

Purchasing a jacket that fits well is important. We want to make sure those who wear the blue jacket are comfortable and positively represent FFA.

Standard and tailored jackets are available on shopffa.com or ffa.org.

Remember, the official FFA jacket is a personalized item and cannot be returned or replaced. A new jacket must be ordered for jackets that are ordered too small, too large or lettered incorrectly.

FFA offers the service of changing jacket lettering. Only the front of the official jackets can be re-lettered. Re-lettering orders will be processed on a first-in, first-out basis. Some older jackets made of lighter material cannot be re-lettered and will be returned to you at no charge.

Jacket re-lettering rates:

\$24 for regular four-week re-lettering

\$34 for rush two-week re-lettering

To have a jacket re-lettered, please send the jacket and a printed, completed copy of the Re-lettering Form to Universal Lettering (address on form)

Ask advisors for help and for measuring assistance before attempting to purchase FFA jacket. You can use the online resources to purchase your very own FFA jacket or you can purchase through Corcoran FFA.



CORCORAN FFA - Program of Activities

FFA Degree Program

FFA is structured into a degree program which rewards active FFA members for progress in all phases of leadership, skills and occupational development.

1. Greenhand Degree

- The California FFA Association Constitution outlines minimum qualifications for receiving the Greenhand FFA Degree. The Greenhand Degree is awarded at the chapter level.
- **Qualifications:**
 - Be regularly enrolled in a vocational education course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised agricultural experience.
 - Learn and explain the FFA Creed, Motto, Salute, and the FFA Mission Statement.
 - Describe the FFA emblem, colors, and symbols.
 - Explain the proper use of the FFA jacket.
 - Have satisfactory knowledge of the history of the organization.
 - Know the duties and responsibilities of FFA members.
 - Personally, own or have access to the Official FFA Manual.
 - Submit written application for the degree for chapter records.

2. Chapter Degree

- The California FFA Association Constitution outlines minimum qualifications for receiving the Chapter FFA Degree. The Chapter FFA degree is awarded at the chapter level.
- **Qualifications:**
 - Must have held the degree of Greenhand for at least one complete semester of instruction and have a record of satisfactory participation in the activities of the local chapter.
 - Must have satisfactorily completed at least one year of systematic instruction in agriculture education, at or above the ninth grade level, have in operation an approved supervised agricultural experience program.
 - Be familiar with the purposes and programs of activities of the state association and national organization.
 - Be familiar with the provisions of the constitution of the local chapter.
 - Be familiar with Parliamentary Procedure.
 - Must have led a group discussion for fifteen minutes.



CORCORAN FFA - Program of Activities

- Must have earned at least \$150 by his/her own efforts from his/her supervised agricultural experience program, and have it productively invested or deposited in a bank, or have worked 100 hours on his/her SOEP in excess of scheduled class time.
- Have a 2.0 scholastic record in an agricultural course.
- Participate in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least 10 hours of personal time, which you seek to serve and/or improve the quality of life in the local community.

3. State Degree

- The State FFA Degree is awarded to FFA members who have demonstrated the highest level of commitment to the California State FFA Association and made significant accomplishments in their Supervised Agricultural Experiences (SAEs). Approximately 1,800 State FFA Degrees are handed out each year. That number represents approximately 3% of the California FFA association membership, making it the State's highest honor. In addition to their degree, each recipient receives a gold State FFA Degree charm. The top State FFA Degree recipients may also apply for a Star Award.
- **Qualifications:**
 - Must have held the Chapter FFA Degree for at least one year immediately preceding application for the State FFA Degree.
 - Have been an active member of the FFA for at least two years preceding application for the State FFA Degree. At the time of application for the State FFA Degree, must have completed at least two years of instruction in agriculture education, at or above the ninth grade level, which included an agricultural. Supervised Agricultural Experience Program; and must be regularly enrolled in an agriculture education class at the secondary education level, an agriculture course at the post-secondary education level, or be a graduate of a secondary agriculture education program who is engaged in an agricultural occupation.
 - Have worked for a minimum of 500 hours, in excess of scheduled class time, on his/her Supervised Agricultural Experience Program, and must have earned by his/her own efforts from an agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested at least \$1,000.00; or show an investment cost of at least \$2,000.00 in depreciable property inventory; or have earned by his/her own efforts from agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested a combination of dollars and unpaid labor hours which, when summed, equal at least \$1,000.00. When qualifying



CORCORAN FFA - Program of Activities

based on a combination of dollars and hours, the hours counted for qualification must be unpaid labor hours of agriculturally-related work which are hours in excess of class time and which are hours over and above the minimum of 500 hours required in (4) above. Under no circumstances shall a member be qualified for the degree when qualifying based on a combination of dollars and hours without posting a minimum of \$750.00 of earned and productively invested income

4. American Degree

- The American FFA Degree is awarded to members who have demonstrated the highest level of commitment to FFA and made significant accomplishments in their supervised agricultural experiences (SAEs).
- **Qualifications:**
 - Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in the activities on the chapter and state levels.
 - Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program, or have completed at least the equivalent of 360 hours of systematic secondary school instruction in agricultural education and one full year of enrollment in a postsecondary agricultural program, or have completed the program of agricultural education offered in the secondary school last attended.
 - Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
 - Have in operation and have maintained records to substantiate an outstanding supervised agricultural experience program, through which the member has exhibited comprehensive planning and managerial and financial expertise.
 - A student after entering agricultural education must have: (a) Earned at least \$10,000 and productively invested \$7,500 or (b) Earned and productively invested \$2,000 and worked 2,250 hours in excess of scheduled class time. Any combination of hours, times a factor of 3.56, plus actual dollars earned and productively invested must be equal to or greater than the number 10,000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree.



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- Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of "C" or better as certified by the principal or superintendent.
- Have participated in at least 50 hours of community service within at least three different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid supervised agricultural experience hours.
- Applicants must submit an application electronically through ffa.org. Applicants must submit the signature page with the signatures of the chapter president, chapter advisor, superintendent or principal, and state advisor or state executive secretary, certifying accuracy of all statements in the application and that the applicant conducted him/herself in a manner to be a credit to the organization, chapter, and community.



Essentials of a Successful FFA Chapter

- 1. FFA Knowledge**
- 2. Challenging Program of Activities (PoA)**
- 3. Membership Diversity**
- 4. Shared Responsibilities**
- 5. Capable Officers**
- 6. Workable Constitution and Bylaws**
- 7. Proper Equipment and Records**
- 8. Well-Planned, Regular Chapter Meetings**
- 9. Adequate Financing**
- 10. School and Community Support**



CORCORAN FFA - Program of Activities

2019-2020 Chapter Goals

- I. Corcoran FFA would like to increase member participation.
 - a. Communication: Posters, an open house, presentations, remind app, social media like Instagram/Twitter/Snapchat, and events
 - b. Incentives: Raffles, prizes, FFA activity points, committees
 - c. Exciting Activities: Ag-Related Field Trips like Cal Poly Tour and Fresno State Tour, judging teams with more fun meeting ideas and out-of-the-blue events like a petting zoo, zombie tag, Zumba, etc.
 - d. Competition: class competitions on whose class has the highest amount of activity points accumulated by going to meetings, going to conferences, and getting degrees
 - e. Member choices: the members get to vote, decide, and act on what happens in the Corcoran FFA Chapter to enhance their agricultural experience
2. Corcoran FFA would like to increase the number of projects in AET and SAE.
 - a. Communication: slides within meeting agendas, ag teachers informing students in their respective ag classes, officers mingling with members about personal experiences, flyers, posters, Instagram posts/stories, and remind app reminders
 - b. Incentives: FFA activity points, opportunity to make profits, experience/learn something new, opportunity to show at fair, opportunities to go to state conference with agriscience fair project boards, higher grade in classes
 - c. Exciting Activities: Agriscience Fairs, Kings Fair 2019-2020, Farm Fair 2019-2020, farm activities like clipping/fitting
 - d. Competition: competition will be at the Kings Fair and the Farm Fair. It will be kept as controlled as possible since showing should be in the best interest of student's well-being.
 - e. Member choices: Members choose what SAE they would like to do, they choose how to complete the project, they choose what details are put into the project. Freedom is the big benefit of SAE's.
3. Corcoran FFA would like to increase participation in community service activities.
 - a. Communication: Posters presentations, remind app, social media like Instagram/Twitter/Snapchat, and reminders at other events
 - b. Incentives: FFA activity points, community service hours



CORCORAN FFA - Program of Activities

- c. Exciting Activities: Socktober, Kid's Day, Farm Day Volunteers, Charity Fundraisers, and more
- d. Competition: Competitions will be held as classes against classes (Freshman vs Seniors) to help increase participation
- e. Member choices: Members choose what community service activity to participate in and can help decide which community service events to hold



CORCORAN FFA - Program of Activities

Corcoran FFA Chapter Constitution

Constitution of the Corcoran FFA Chapter *Revised May 2011*

Article I. **The Name and Purpose**

Section 1.01 The name of this organization shall be the Corcoran Chapter Future Farmers of America #CA0048.

Section 1.02 The purpose for which this Chapter is formed are as follows:

- (a) To improve agriculture conditions and practices in and about Kings county.
- (b) To develop agricultural skills and prepare for leadership, establish cooperative attitudes and rural responsibilities, in individuals preparing to enter an agricultural occupation.
- (c) To advance the cause of agriculture education and to encourage FFA participation.
- (d) FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

Article II. **Organization**

Section II.01 The Corcoran Chapter of the FFA is a chartered local entity of the Tulare-Kings Section of the California Association, made up of local members.

Article III. **Membership Organization**

Section III.01 Membership in this organization shall be active and honorary.

Section III.02 Membership is limited to students enrolled in Agriculture Education at Corcoran High School and graduates preparing for their State and American Degree.

Section III.03 Membership of graduates is limited to students that have been active for two or more years and graduated from high school.

Section III.04 The Corcoran FFA is a 100% affiliation Chapter with every student becoming a member of the FFA when they enroll in an Agriculture class.

Section III.05 No students may participate in any traveling FFA activities unless they have a 2.0 GPA.

Section III.06 The FFA advisors at their own discretion have the right to dismiss any member from the Corcoran FFA Chapter.

Section III.07 Active work in this chapter shall be carried out by the chapter officers and active members.

Section III.08 All members exhibiting livestock at fairs and shows must abide by all rules state in the chapter contracts and fair exhibitor handbook.



CORCORAN FFA - Program of Activities

Section III.09 Members exhibiting at fairs and shows must be an active member to be eligible to show.

Article IV. Officers

Section IV.01 All elected Officers shall hold office for one year after election or until successors are selected as described in Article IV Section 4.07.

Section IV.02 Members working toward the Greenhand Degree, or higher, are eligible to hold office.

Section IV.03 The Chapter Officers of the Corcoran FFA can include President, First Vice President, Second Vice President, Historian, Secretary, Treasurer, Reporter, Parliamentarian, Chaplain, Sectional Officer, and Sentinel. The advisors will choose which offices will be opened depending upon how many applications are turned in.

Section IV.04

- Applications for Chapter office shall be available two weeks prior to the election of officers.
- All applications will be screened by the Nominating Committee.
- The Nominating Committee, along with the advisors, will complete the officer applicant scorecard as the candidates go through the selection process.
- All scorecards will be averaged and the top scoring candidates will be individuals selected for office.
- Only the top 2 score will be eligible for the position of president.
- Once the officers are chosen based on the scores, the highest scoring candidate will have first choice at which office they want to hold.
- The second highest scoring candidate will have second choice at which office they want to hold, and so on. If two candidates have an identical score on the officer applicant scorecard, a vote will be taken with the entire membership to break the tie.

Section IV.05 All officers are encouraged to be enrolled in agriculture classes that meet daily during the term of their office, and are required to attend Ag. Leadership at least 1 common day per week afterschool.

Section IV.06 All officer candidates must have at least one SAE project in the FFA.

Section IV.07 Officers which cannot fulfill their duties or who are impeached will be replaced by the next highest scoring nominee in the process for officer elections. If this does not apply, another election will take place.

Section IV.08 No officer may be impeached without due process as defined in Article VI.

Section IV.09 The Nominating Committee shall nominate candidates for the Chapter Officers.

Section IV.10 The Nominating Committee will be composed of the chapter advisors as well as up to 6 students with the following qualifications:

1. Must be a senior
2. Must hold at least the Chapter Degree
3. Chapter Officers of the current year have priority
4. Must understand, respect, and implement the confidentiality required for the selection process of the officers.

Section IV.11 The time for election shall be set by the Executive Committee, and the advisors.



CORCORAN FFA - Program of Activities

Section IV.12 All FFA Chapter Officers who fall below a 3.0 grade point average in the agriculture class(es), or become academically ineligible, will be put on probation until the next grading period. If by the end of the next grading period the grade average is not improved to a 3.0 or above in agriculture, or does not become academically eligible, they will be replaced by the manner described in Article VI.

Section IV.13 All newly elected Officers are required to attend the Chapter Officer Retreat to be held during the summer prior to the school year as well as the fall COLC. Officers, which do attend the conference, except for reasons beyond their control i.e. severe illness, death in the family, will be replaced in the manner described in Article IV Section 4.07.

Article V. **Duties of Officers**

Section V.01 The duties and responsibilities of Chapter Officer shall be:

- a. Attend all Executive Committee, Officer, and Chapter meetings.
- b. Attend Chapter and Regional Officers Leadership Training Conferences.
- c. Cooperate with Advisors on all activities.
- d. Be able to lead by example. Act and perform in a manner, which is becoming of an FFA Chapter Officer at all times.
- e. Be willing to memorize their parts as prescribed in the Official FFA manual for all official ceremonies.
- f. Have a genuine interest in being a part of a leadership TEAM.
- g. Be familiar with the Chapter Constitution and Bylaws.
- h. Be willing to accept responsibility. Be familiar with Parliamentary Procedure.
- i. Participate in Opening/Closing and one other competition team within the FFA.
- j. Must be involved with the Ag Leadership Class.
- k. Must serve as a chairperson of at least 1 activity.

Section V.02 The duties and Responsibilities of the President shall be:

- a. Preside over and conduct meetings according to accepted Parliamentary Procedure.
- b. Call special meetings if needed.
- c. Keep members on the subject and within the time limits.
- d. Appoint committees and serve as a non-voting member of them.
- e. Call other officers to the chair as necessary or desirable.
- f. Represent the Chapter and speak on occasions.
- g. Coordinate Chapter efforts by keeping in close touch with the other Officers and members, and the Advisors.
- h. Follow up on Chapter activities and check on progress being made.
- i. Keep Chapter activities moving in a satisfactory manner.
- j. Prepare agenda for Executive and Chapter meetings with the Secretary.
- k. Coordinate the activities of the Chapter and keep in touch with the progress of activities.

Section V.03 The duties and responsibilities of the Vice-President shall be:

- a. Assist the President.
- b. Preside at meetings in the absence of the President.



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- c. Be prepared to assume duties and responsibilities of the President.
- d. Be in charge of ensuring that all committee work of the Chapter is completed satisfactorily.
- e. Must give an invocation at the Greenhand/Chapter Farmer Installation and Awards Banquet and at other times when needed.
- f. Assist the Secretary in updating the Chapter's POA.
- g. Complete the National Chapter Application.

Section V.04 Duties and responsibilities of the Secretary shall be:

- a. Prepare and read the minutes of the past meetings
- b. Have available for the President the list of business for each meeting.
- c. Attend to office correspondence of the Chapter.
- d. Prepare Chapter reports.
- e. Keep the permanent records of the Chapter in Agriculture Office.
- f. Cooperate with the Treasurer in keeping an accurate membership role.
- g. Call meetings to order in the absence of a presiding officer.
- h. Read communication at meetings.
- i. Prepare, post and distribute motions.
- j. Update the Chapter's POA.
- k. Have on hand for each meeting the following:
 - 1. Secretary's book and minutes of previous meeting.
 - 2. Lists of committee members and committee reports.
 - 3. Copy of the Program of Activities.
 - 4. The Official FFA manual.
 - 5. Copies of the Chapter Constitution and Bylaws.

Section V.05 Duties and Responsibilities of the Reporter shall be:

- a. Gather and classify Chapter news.
- b. Prepare news notes and articles for publication or broadcast.
- c. Send news notes to State Reporter and to the FFA New Horizons.
- d. Arrange for FFA participation in local radio and/or TV Programs.
- e. Prepare a Chapter Newsletter to be sent to members and alumni.
- f. Submit articles first to the chapter advisor for approval, then to the local newspaper.
- g. If there is not a chapter Historian, the reporter is responsible for organizing pictures on the FFA server and completing a chapter scrapbook.

Section V.06 Duties and responsibilities of the Treasurer shall be:

- a. Receive and act as custodian to Chapter funds.
- b. Assist in preparing an annual budget of estimated receipts and expenditures.
- c. Keep the financial records of the Chapter.
- d. Devise appropriate ways and means of financing Chapter activities.
- e. Pay out Chapter funds as authorized by the student body.
- f. Prepare financial statements and reports.
- g. Encourage systematic saving-individual and chapter thrift.
- h. Build up chapter's financial standings.



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- i. Required to present a Treasurer's report at each Executive Committee Meeting.
- j. Required to prepare a written report monthly.
- k. Required to check, fill, and reorder Gatorades and water when needed.

Section V.07 Duties and responsibilities of a Sentinel shall be:

- a. Set-up the meeting room and care for Chapter paraphernalia and equipment.
- b. Tend to the door during meetings and welcome visitors.
- c. See that the meeting room is kept comfortable.
- d. Take charge of candidates for Degree Ceremonies.
- e. Assist with entertainment features and refreshments.
- f. Keep an accurate roll of those present at Chapter meetings.
- g. Make arrangements with appropriate staff for non ag needed equipment and facilities.
- h. Keep track of chapter inventory.

Section V.08 Duties and responsibilities of the Historian shall be:

- a. Keep records of member activities.
- b. Take pictures at every event.
- c. Develop scrapbook.
- d. Develop an update webpage.
- e. Prepare historical data.
- f. Design slideshows.
- g. Organize photos on FFA server.

Article VI. **Impeachment**

Section VI.01 Immediate Impeachment

- a. The FFA advisors may at any time at their own discretion remove an officer who has repeatedly disregarded his/her duties by not performing them to his/her best ability or for any major infraction.

Section VI.02 Steps of Impeachment

This process is called the "3 strikes" process. This is applicable to officers who are not fulfilling the duties as described by this constitution.

- a. Strike 1 - advisor will meet with officer and discuss duties that are not being fulfilled. A note will be given to the officer, principal, and parents explaining why the officer is receiving his/her strike. In the letter to the parent, it will request that the parents verify that they received the strike by either note, email, or phone call. If parent does not verify that they received their letter, advisor will follow up with a phone call.
- b. Strike 2 - same process as above.
- c. Strike 3 - same process as above and officer will be removed from office.

Article VII. **Committees**

Section VII.01 A member may serve on no more than two committees at any one time.



CORCORAN FFA - Program of Activities

Section VII.02 The committee chairperson is responsible to call committee meetings and to see that all work the committee is assigned is performed.

Section VII.03 The committee chairperson shall cooperate with the Chapter Advisors and Chapter Officers on all committee work.

Section VII.04 That committee chairperson's report to the chapter in writing will be the result of all work performed by his/her committee including financial implications for the Chapter.

Section VII.05 No person having been chairperson on any committee shall be eligible to work on another committee until the committee makes the written report.

Article VIII. **Executive Committee**

Section VIII.01 The Chapter Officers shall belong to the Executive Committee.

Section VIII.02 Executive Committee members may not miss more than two consecutive executive meetings without advance excuse for the absence.

Section VIII.03 The Advisors shall be non-voting members.

Section VIII.04 The duties of the Executive Committee shall be, but are not limited to:

- a. Meet on a weekly basis to discuss happenings and planning of the chapter activities.
- b. Enforce the Constitution and Bylaws.
- c. Recommend members for Greenhand and Chapter FFA Degrees.

Article IX. **Meetings**

Section IX.01 Meetings shall be held once a month or scheduled by the Advisor

Section IX.02 The President shall have the power to call special meetings as the need arises.

Article X. **Dues**

Section X.01 As long as Incentive Grant Funds are available, dues shall be paid for all members through that source.

Article XI. **Eligibility to participate at Fair and Judging Contests**

Section XI.01 Eligibility of members exhibiting at fairs and shows will be based on the Advisor's discretion.

Section XI.02 Members must maintain a 2.0 GPA overall with no more than two Fs, and have a C or better in all Agriculture classes during the current school year, to be eligible to exhibit at the fair.

Section XI.03 Members must comply with rules and guidelines set forth by the Chapter Committee at fairs and shows.

Section XI.04 In the event that a student becomes academically ineligible to participate at a fair at which they planned to exhibit livestock, they shall lose their privilege to show at the fair and will need to find a buyer for their animal within 30 days.



CORCORAN FFA - Program of Activities

Article XII. **Amendments**

Section XII.01 To amend the Constitution, a $\frac{2}{3}$ vote of the membership is required.

Section XII.02 To become effective, the amendment must be posted for two weeks previous to the vote of the executive committee meeting.

Article XIII. **Ratification of Constitution**

Section XIII.01 The Constitution should be effective when passed by $\frac{2}{3}$ vote of the members voting.



CORCORAN FFA - Program of Activities

Corcoran FFA History

1917- Smith Hughes Act, First year of Agriculture taught in High Schools

1928- National Future Farmers of America Organization founded in Kansas City, MO

1929- Official colors were adopted.

1930- Official FFA Creed was adopted.

1943- Robert Bowman serves as National President born in Buttonwillow, California.

1944- National FFA Foundation Inc. was founded.

1945- Corcoran FFA was chartered.

1950- Public Law 740 passed, FFA granted a federal charter.

1952- The National Future Farmer magazine was first published.

1957- First State FFA Degree recipient from Corcoran FFA.

1969- Women were allowed to join the FFA.

1988- Future Farmers of America, changed to the National FFA Organization.

1994- First American FFA Degree recipient from Corcoran FFA.

2000- Sammy Ramirez, a Corcoran FFA alum, serves as State Treasurer.

2007- Opening of the California FFA Center.





CORCORAN FFA - Program of Activities

Committee Chairs Recognition

Events Committee:

Co-Chair: Graciella (Lulu) Ramirez

Co-Chair: Emily Vargas



Public Relations Committee:

Chair: Dallas Echavarria



Farm Committee:

Chair: Madison Thomas

Crops Co-Chair:



Fundraising Committee:

Chair: Jaden Flores



Community Service Committee:

Chair: Roxy Hart



FFA American Degree & State Degree Recipients

American Degree:

1995- Jason Pemberton

1996- Dustin Hastin

1997- Gabe Cooper, Jennifer Whitlach, Raymond Figueroa, Stephanie Wood, & Thomas Putzel

1998- Omar Vasquez, Troy Potts, Michelle Word, Tony De Ochoa, Heather Berry, Matthew Romero, Rudy Saenz

1999- Manuel Andrade

2000- Craig Tristao, Jake Tillman, John Hook

2001- Mauricio Hernandez, Bryan Dias, Jarret Santos, Ignacio Larios, Sammy Ramirez, David Stevens

2002- Peter Rietkerk, Jay Lindley, Brandon Carney, Carlos Dominguez, Ryan Baker, Colt Ellis

2003- Sergio Cardoso, Aaron Echavarria, Raymond Gamez

2004- Vincent Correa, Chad Dias, Oscar Perez, James Rietkerk, Richard Rietkerk, Thomas Smith

2005- Erik Boyett, Bryan Boyett, Jason Wadsworth, Matt Razor, Arthur Cardoso

2006- McKenzie Ashford, Zac Ellis, Sal Gomez, Josh Ramirez, Daniel Vargas, Tiffany Walls



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2007- Christian Dominguez, Spencer Rietkerk, Evan Razor, Oscar Palomares
2008- Brittany Walls, Josh Walker, Josh Cervantes, Tara Carter, Johnny Cribbs,
Eric Dye, Matt Faulkner, Kevin Flaherty
2009- Abel Macias, Merrick Wadsworth, Jovanny Nunez
2010- Gus Alvarez, Lawrence Banales, Darcy Pearce, Michael Perez, Amy Phillips
2011- Joseph Conley, Jake Figueroa, Javier Flores, Chelsea Van Epps
2012- Bryn Boyett, Brandon Cribbs, Matt Dawes, Brent Flaherty, Brandon Garcia,
Darin Syra
2013- Brice Kraay
2015- David Arredondo, Brittany Lopez, Caleb Toone

State Degree:

1957- Richard Orisio
1970- Brad Dowdy, Rocky Lewis
1976- Scot Sills
1989- Susan McCarty
1990- Rodney Sherwood
1994- Jason Pemberton
1995- Gabe Cooper, Dustin Hastin, Jennifer Whitlatch, Raymond Figueroa,
Michael Gillen, Stephanie Wood, Linzi Cooper
1996- Thomas Putzel, Omar Vasquez, Troy Potts, Michelle Wood, Lisa Sayre,
Tony De Ochoa, Andrea Gear, Robert Cole, Maya Verissimo, Roberto Topete,
Brian Coffia, Heather Berry
1997- Desirae Pemberton, Suzanne Walker, Sheryl Flores, Victoria Cavin,
Matthew Romero, Rudy Saenz, Sylvia Castaneda, Derrik Putzel
1998- Dominik Bisacca, Alma Castaneda, Alfredo Ceja, Manuel Andrade, Javier De
Ochoa, David Stephens, Jake Tillman, Craig Tristao, Brandon McVay, Amando
McVay, John Hook, Adam White, Jason Wadsworth
1999- Amber Davis, Stacy Weatherford, Becky Walker, Venicia Florio, Sammy
Ramirez, Jarret Santos, Alex Guerrero, Ignacio Larios, Manuel Andrade, Anthony
Gonzalez



CORCORAN FFA - Program of Activities

2000- Peter Rietkerk, Jay Lindley, Mauricio Hernandez, Tiffany Comer, Colt Ellis, Luis Barragan, Bryan Dias, Carlos Dominguez

2001- Wil Harris, Shelby Reed, Brandon Carney, Sarah Morris, Damaso Tirado, Nick Bocanegra, Ryan Baker, Matthew Jimenez, Alfonso Barragan, Raymond Gamez, Carlos Gonzalez, Aaron Enchavarria

2002- Sergio Cardoso, Baldemar Rios, Chad Dias, Amber Arredondo, Melissa Beavers, Sunshine Flores, Tony Her, Ashley McVay, James Rietkerk, Lucia Barajas, Mario Bella, Carlos Aviles, Nikki Johnson, Oscar Perez, Richard Rietkerk, Christina Solis

2003- Sophia Flores, Matt Razor, Arthur Cardoso, Erik Boyett, Bryan Boyett, Joe Faulkner, Jack Phillips, Joseph Diaz, Kayla Garcia, Aaron Garcia, Thomas Smith, Vincent Correa

2004- Niles Aguilar, Chris Aguirre, Sergio Aguirre, Leo Alcaraz, Jose Andrade, McKenzie Ashford, Mark Burden, Jon Carney, Nestor Castellon, Gary Castro

2005- Christian Dominguez, Evan Razor, Josh Ramirez, Rodney Arredondo, Kevin McVay, Brittany Paredes, Rigo Raya, Daniel Vargas, Royce Wadsworth, Tiffany Walls, Sal Gomez, Rudy Hernandez, Spencer Rietkerk, Zac Ellis

2006- Briana Flaherty, Brittany Walls, EJ Bocanegra, Clemente Castillo, Dory Pearce, Eric Dye, Jhonathan Amador, Josh Walker, Juan Ventura, Julio Rangel, Matt Faulkner, Marlene Martinez, Merrick Wadsworth, Oscar Palomares, Stephanie Gamez

2007- Marina Carrillo, Tara Carter, Josh Cervantes, Marcela Vidales, Stefani Johnson, Chris Gamez, Kevin Flaherty, Tara Davis, Johnny Cribbs, Darcy Pearce

2008- Lawrence Banales, Chelsea Van Elps, Gus Alvarez, Patrick Gonzalez, Cinthia Loera, Ernest Lopez, Abel Macias, Jovany Nunez

2009- Joseph Conley, Eric Garza, Cheri Jones, Alexandria Magness, Michael Perez, Amy Phillips

2010- Bryn Boyett, Pablo Carrillo, Brandon Cribbs, Matthew Dawes, Javier Flores, Brent Flaherty, Darin Syra

2011- Brandon Garcia, Eryc Peck



CORCORAN FFA - Program of Activities

2012- Stephen Castillo, Brice Kraay, Justin Paim, Patrick Patterson

2013- David Arredondo, Cody Drewry, Kris Garcia, Brittanee Granada, Jesus Sandoval, Brenden Thomas, Sydnee Walker

2014- Brittany Lopez, Caleb Toone

2015- Brittany Jordan, Michael Cribbs

2016- Jonathan Granada, Luz Gallardo, Emma Hermans, Savannah Smart, Karli Toone, Marvin Machado, Sidnee Mowdy, Isabell Salcedo, Julissa Gomez, Chelsea Armbruster

2017- Chris Prine, Dakota Armbruster, Frank Gomez

2018- Travis Daniel, Brock Hansen, Jason Weatherford, Lilliana Loera, Crystal Gonzalez, Charles Sherwood, Melanie Jaime, Jizzle Nunez, Monica Alvarado, Allyson McCarty, Jonah Hernandez, Dawson Holt, Ileane Alcala, Rachel Berry, Tyler Jordan, Anthony Muro, Clarrissa Gallardo

2019- Oscar Miranda, Graciella (Lulu) Ramirez, Marina Puga



CORCORAN FFA - Program of Activities

Past Chapter Presidents

1996-1997: Omar Vasquez
1997-1998: Susana Walker
1998-1999: Sammy Ramirez
1999-2000: Sammy Ramirez
2000-2001: Peter Rietkerk
2001-2002: Wil Harris
2002-2003: James Rietkerk
2003-2004: Josh Ramirez
2004-2005: Spencer Rietkerk
2005-2006: Spencer Rietkerk
2006-2007: Merrick Wadsworth
2007-2008: Darcy Pearce
2008-2009: Alexandria Magness
2009-2010: Neomicia Gonzalez
2010-2011: Bryn Boyett
2011-2012: Brittanee Granada
2012-2013: Brittany Lopez
2013-2014: Jenna Schreuder
2014-2015: Mitchell Dawes
2015-2016: Mitchell Dawes
2016-2017: Savannah Smart
2017-2018: Jason Weatherford
2018-2019: Oscar Miranda
2019-2020: Graciella (Lulu) Ramirez



CORCORAN FFA - Program of Activities

Fundraising Activities

- Superbowl Sunday Ribs Fundraiser
- Tri Tip Dinner Drive Through
- Chapter T-shirts Fundraiser
- Color/Fun Run



CORCORAN FFA - Program of Activities

Community Service Activities

- Kids Day
- Canned Food Drive
- Toys for Tots
- Socktober/Clothes Drive
- Community Cleanup
- Christmas Caroling
- Easter Egg Hunt
- Adopt a soldier
- Thanksgiving Homeless Potluck
- Create Portable First Aid kits for homeless
- Donate to Women's shelters
- Rake the Leaves in the Fall
- Community Garden
- Bouquet for Main



CORCORAN FFA - Program of Activities

Committee Descriptions and Activities

Events Committee (Growing Leaders)

- Co-chairs: Graciella (Lulu) Ramirez & Emily Vargas
- Description: To plan major chapter events such as but not limited to: Cotton Parade, Christmas Parade, Greenhand Banquet, FFA Week, and Awards Banquet

Public Relations Committee (Building Communities)

- Chairs: Dallas Echavarria
- Description: To plan public information programs, press releases, social media campaigns/posts, and flyers for the chapter social media accounts and news

Farm Committee (Strengthening Ag)

- Co-Chairs: Madison Thomas
- Description: To manage and monitor activities taking place on the school farm, to assist the Farm Enterprise class in the maintenance of the school garden, to plan/manage/ and execute the annual CHS Farm Fair
- Activities Planned: Shearing and Clipping Clinics, Showmanship Practices, Career Day Petting Zoo @ John Muir, Farm Day with Bret Harte, John C Fremont, Mark Twain, and John Muir, Annual Farm Fair, Farmer's Market, Petting Zoo, Backyard BBQ, Bonfire

Fundraising Committee (Building Communities)

- Chairs: Jaden Flores
- Description: To brainstorm future fundraising activities that can be implemented on a yearly basis. To plan/manage/execute at least one large and one small fundraising event/activity each semester
- Activities Planned: Superbowl Sunday ribs, Tri Tip Dinner, Chapter T-shirts, Color Run, Farmers Market

Community Service Committee (Building Communities)



CORCORAN FFA - Program of Activities

-Chairs: Roxy Hart

-Description: To brainstorm future community service activities that can be implemented on a yearly basis. To plan/manage/execute at least one large and one small community service event/activity each semester

Activities Planned: Kids Day, Canned Food Drive, Toys for Tots, Socktober/Clothes Drive, Community Cleanup, Christmas Caroling, Easter Egg Hunt, Adopt a soldier, Thanksgiving Homeless Potluck, Create Portable First Aid kits for homeless, Donate to Women's shelters, Rake the Leaves in the Fall, Community Garden, Bouquet for Main.



CORCORAN FFA - Program of Activities

Agriculture Courses Offered with Descriptions

The Corcoran High School Agriculture Department and FFA is made up of three teachers. All three teachers cover the FFA unit in their courses. Currently there are two pathways offered in the Agriculture Department - Ag Mechanics Pathway and Agriscience Pathway. Below is a list of courses offered through Corcoran FFA.

Introduction to Agriculture

This course is an introductory course to agriculture with the purpose of exposing students to all facets of the diverse and vast industry of Agriculture. Units will be taught in FFA, Record Book, California and Global Agriculture, Agriscience Principles, Agriculture and the Environment, as well as a brief introduction to Plant and Animal Sciences. FFA and SAE participation is required.

Animal Science

The course will introduce basic concepts and principles of animal nutrition, growth, health, behavior, reproduction, and genetics. Labs will provide opportunities to gain practical knowledge and to better understand the lecture material. FFA and SAE participation is required.

Veterinary Science

Veterinary Science is designed to provide students with an opportunity to study animal anatomy and physiology as well as animal health and disease by forming a link between classroom instruction and field experience. Students will also have the opportunity to investigate different aspects of the veterinarian and animal care fields through project based learning. FFA and SAE participation is required.

Agricultural Mechanics I

This course is designed to give students a broad introduction to the Agricultural Mechanics industry and industry practices. The course is designed to give an introduction to careers, safety, agricultural construction and fabrication, and FFA. Proper skills involving hand tools, power tools, and safety will be stressed. FFA and SAE participation is required.

Agricultural Mechanics 2

This course is designed to give students a basic understanding of fabrication, construction principles, and basic engineering. In addition, advanced techniques in MIG (GMAW), TIG (GTAW), Stick (SMAW) and oxy-acetylene welding, cutting will be stressed. Additionally, electrical principles and skills will be continued from their Ag Mech I experience. Students will



CORCORAN FFA - Program of Activities

fabricate a medium sized project to practice their skills and further their problem solving abilities. Students will also learn about engine systems, maintenance, and assembly. FFA and SAE participation is required.

Welding and Fabrication

This course will include construction of large projects and will also include: project design, project drawings, material quotes, project construction, job shadowing, resume, cover letters, applications, interviews and field trips to manufacturing companies. Safety apparel is required for this course. FFA and SAE participation is required.

Art Metal

Students will design and develop welded, brazed, kinetic, soldered, and cast pieces of metal art. This course encourages technical proficiency and personal creativity by combining practical information on materials, tools, and techniques with stimulating ideas from contemporary work be done in metal art. FFA and SAE participation is required.

Floral Design

This course is designed to apply an artistic approach to floral design. Students will explore the elements and principles of design, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional design. FFA and SAE participation is required.

Farm Enterprise

This course is designed to provide students with economic concepts that can be applied to management decisions using farm and ranch situations, and to develop skills in planning and budgeting, business financial analysis, and investment analysis. FFA and SAE participation is required.



CDE's & LDE's Available for Members

Career Development Events:

- Cotton Evaluation
- Citrus Evaluation
- Farm Power

Leadership Development Events:

- Creed Speaking
- Job Interview (Employment Skills)
- Impromptu Speaking
- Prepared Speaking
- Extemporaneous Speaking
- Opening and Closing



SAE's Offered

Service Learning

If a member has an idea for an SAE in this category, the availability of such an SAE is offered through Corcoran FFA.

School-Based Enterprise

- Breeding Rabbits

Research

- Agricultural Mechanics Design and Fabrication
- Agriscience Animal Systems Research
- Agriscience Plant Systems Research
- Agriscience Integrated Systems Research
- Emerging Agricultural Technology
- Environmental Science and Natural Resources
- Food SCIENCE AND TECHNOLOGY
- FOREST MANAGEMENT AND PRODUCTS
- VETERINARY SCIENCE
- WILDLIFE PRODUCTION and MANAGEMENT

Placement/Internship

- | | |
|---|-------------------------------------|
| - Agricultural Communications | -Landscape Management |
| - Agricultural Education | -Nursery Operations |
| - Agricultural Mechanics Design and Fabrication | -Outdoor Recreation |
| - Agricultural Mechanics Energy Systems | -Poultry Production |
| - Agricultural Mechanics and Maintenance | -Sheep Production |
| - Agricultural Processing | -Small Animal Production & Care |
| - Agricultural Sales | -Specialty Animal Production |
| - Agricultural Services | -Specialty Crop Production |
| - Beef Production | -Swine Production |
| - Dairy Production | -Turf Grass Management |
| - Diversified Agricultural Production | -Vegetable Production |
| - Diversified Crop Production | -Veterinary Science |
| - Diversified Horticulture | -Wildlife Production and Management |
| - Diversified Livestock Production | |



CORCORAN FFA - Program of Activities

- Emerging Agricultural Technology
- Environmental Science and Natural Resources
- Equine Science
- Fiber and/or Oil Crop Production
- Food Science & Technology
- Forage Production
- Forest Management And Products
- Fruit Production
- Goat Production
- Grain Production
- Home And/Or Community Development

Ownership/Entrepreneurship

(Keep in mind that the exhibitor or student being apart of one of the following projects must pay for and take care of that animal until sold) (However, they can house the animal (s) at the Corcoran FFA and 4-H School Farm)

- | | |
|---|------------------------------------|
| - Agricultural Communications | -Forage Production |
| - Agricultural Education | -Forest Management and Products |
| - Agricultural Mechanics Design and Fabrication | -Fruit Production |
| - Agricultural Mechanics Energy Systems | -Goat Production |
| - Agricultural Mechanics and Maintenance | -Grain Production |
| - Agricultural Processing | -Home And/Or Community Development |
| - Agricultural Sales | -Landscape Management |
| - Agricultural Services | -Nursery Operations |
| - Beef Production | -Outdoor Recreation |
| - Dairy Production | -Poultry Production |
| - Diversified Agricultural Production | -Sheep Production |
| - Diversified Crop Production | -Small Animal Production & Care |
| - Diversified Horticulture | -Specialty Animal Production |
| - Diversified Livestock Production | -Specialty Crop Production |
| - Emerging Agricultural Technology | -Swine Production |
| - Environmental Science and Natural Resources | -Turf Grass Management |
| - Equine Science | -Vegetable Production |
| - Fiber and/or Oil Crop Production | -Veterinary Science |
| - Food Science & Technology | -Wildlife Production and |
| Management | |



Fairs and Shows

- 2020 Western Classic (Kings County Dairy exhibitors only)
- 2020 Farm Fair (Mandatory to go to Kings Fair)
- 2020 Kings County Fair

If you want extra practice in the ring, you may choose to participate in the jackpot shows. However, the chapter will not fund the show by paying for your entry fees. These shows are purely optional and the chapter does not take part in these extra shows.

- Information about jackpot shows and the schedule for steers, heifers, swine, sheep, and goats can be found at CJLA.com
- Information about rabbit shows and the schedule can be found at KW Cages Rabbit Show Schedule.com.
- Information about poultry shows and the schedule can be found at Poultry show central.com.



CORCORAN FFA - Program of Activities

Kings Fair Eligibility

Corcoran FFA Chapter Requirements:

- Have passed all ag classes with “C” or higher.
- Have no suspensions or expulsions from the Corcoran High School.
- Have a GPA of 2.0 or higher.
- Have competed in the 2020 annual farm fair.
- Have livestock contract, and school farm contract (if housing animal on school farm) signed and turned in to one of the three ag advisors.
- Have all expenses paid off in your student account.
- Have maintained a healthy livestock project throughout the year and gone to 80% of the showmanship practices held by the livestock advisor for your species.

Kings Fair Requirements:

- Complete YQAC certification online program and have it in your contract.
- Must have completed all entries (livestock and indoor) to the Kings Fair through online services.
- Must have turned in livestock contract with photos of the animal(s) going to be shown to the Kings Fair.
- Must have had all-beef steers & heifers/ dairy yearlings and replacement heifers 120 days before the fair. Must have had swine, sheep, goats, and all other market animals 60 days before the fair. Must have had rabbits and poultry 30 days before the fair.
- Have had turned in the market contract clearly stating which animal was going to go through to the Jr Market Auction.



Kings County Fair Rules

LOCAL RULES

NEW RULE!! CALIFORNIA DEPARTMENT OF FOOD AND AGRICULTURE REQUIRES ALL LIVESTOCK EXHIBITORS TO COMPLETE THE YOUTH QUALITY ASSURANCE CERTIFICATION PROGRAM. THIS IS A WEB-BASED PROGRAM EACH EXHIBITOR CAN DO AT HOME. VISIT KINGSFAIR.COM TO USE THE LINK TO REGISTER AND COMPLETE CERTIFICATION. PROOF OF COMPLETION WILL BE REQUIRED WITH ENTRY SUBMISSION.

CLASSES: Unless stated otherwise, all classes limited to residents of Kings, Fresno, Tulare, Kern, San Luis Obispo and Monterey Counties with the exception of all Junior Department classes.

Fair management is not responsible for errors in entries. Reasonable precaution will be taken in protection of exhibits; The Kings Fair will not be responsible for loss or damage, whatever the cause. No exhibitor shall be entitled to an award which has been disallowed as the result of his/her own error.

Exhibitors found in violation of rules or unethical or inimical with the fair program shall be penalized by forfeiture of premiums awarded and/or privileges as may be deemed appropriate to the circumstances. Management shall report any such exhibitors to the Division of Fairs and Expositions in writing and such reports may become the basis for any other fair to refuse entries.

The fair management shall withhold the payment of awards for exhibits that are determined ineligible under State and Local Rules and may recover awards that has been paid for ineligible entries.

A judge's decision is final. Fair management may not request any changes in judge rulings.

No person shall be allowed to interfere with the judge(s) during the decision making process.

Personal criticisms by an exhibitor, parent, and leader of an exhibit or exhibitor belonging to that person or another person are considered unethical and will result in disciplinary action.

Commercial/Informational Exhibit Booths: After the close of the fair, all displays must be properly dismantled and the space must be left in a neat and orderly manner.

SOLICITING: Not allowed under any circumstances.

Dogs are not permitted on the fairgrounds (guide dogs excluded). **NO EXCEPTIONS.**

No ice chests are allowed except for livestock exhibitors and must stay in the livestock area.



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NO ALCOHOL ALLOWED TO BE BROUGHT ON THE GROUNDS IN AUTOMOBILES, ICE CHESTS, SEMEN TANKS OR ANY OTHER CONTAINERS. REFER TO LIVESTOCK DEPARTMENT FOR MORE EXPLICIT LIVESTOCK RULES

Proficiency Awards and Description

Agricultural Communications–Entrepreneurship/Placement - a member is placed at a newspaper or other agricultural print (such as magazines), radio and TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. The student may also own and produce an agricultural-related broadcast or show.

Agricultural Education –Entrepreneurship/Placement – Relates to education and extension, including, but not limited to ,youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, developing and conducting informational materials and presentations for civic organizations and school-aged youth, and students who are involved in SAEs surrounding educatingthepublicabout the broad topics of agriculture, agriculture education and FFA.

Agricultural MechanicsDesignandFabrication–Entrepreneurship/Placement – Involves the design and construction of agricultural equipment and/or structures, and/or selection of the structural materials, and/or implementation of plans forutilizingwood, metal, plastic, concrete, electricity,plumbing, data communication cable systems, heating, ventilation and/or air conditioning or other materials into agricultural settings. May also include the development of new and emerging agricultural technologies such as engineering, remote sensing, precision agriculture, ag-robotics and other new technologies not covered by a more appropriate area.

Agricultural MechanicsRepair andMaintenance–Entrepreneurship – Member owns an enterprise or business involving the repair and maintenance of agricultural equipment (including lawn and landscape equipment)and/or structures, including agricultural power systems such as mechanical, electrical, chemical, wind, solar and/or water power. This includes agricultural equipment restoration where a student owns the piece of equipment.

Agricultural MechanicsRepair andMaintenance–Placement – Member works for an employer involved in the repair and maintenance of agricultural equipment (including lawn and landscape equipment) and/or structures, including agricultural power systems such as mechanical, electrical, chemical, wind, solar and/or water power. This area includes agricultural equipment restoration where the member does not own the piece of equipment.

Agricultural Processing–Entrepreneurship/Placement – A member owns an enterprise or works for a business of assembling,transporting, processing, fabricating, mixing, packaging and storing food and nonfood agricultural products. Programs could include processing meat, milk, honey, cheese,raisins and other dried fruits, maple syrup and/or other food processing. Non food products could include



CORCORAN FFA - Program of Activities

by-products processing such as meat, bone, fish and blood meal, tallow, hides; processing of wool and cotton, making compost, cubing and pelleting of forages, producing bird seed and other pet foods. Project may include, but not solely be, the sale of the processed product.

Agricultural Sales-Entrepreneurship – Member owns an agricultural enterprise or business, not covered in a more appropriate proficiency award category. This could include sales of feed, seeds, fertilizer, agricultural chemicals, agricultural equipment, machinery or structures. Enterprises could also include the merchandising (buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture products (including quarry rock for decorative or landscape purposes), horticulture (including the creation of floral arrangements), and forestry items at either the retail or wholesale level.

Agricultural Sales-Placement – Student works for an agriculture related enterprise or business that is not covered in a more appropriate proficiency award category. This could include sales of feed, seed, fertilizer or agricultural chemicals, agricultural equipment, machinery or structures. Activities could include the merchandising (buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture products (including quarry rock for decorative or landscape purposes), floriculture (including the creation of floral arrangements), and forestry items at either the retail or wholesale level.

Agricultural Services –Entrepreneurship/Placement – Member owns or works for an agricultural business whose primary activity is to provide agricultural services that are not covered in any other proficiency award area. This includes agricultural enterprises such as custom equipment operation, agricultural management and financial services, animal breeding services, custom baling, crop scouting, implementing integrated pest management programs, horseshoeing, taxidermy services, auction services (working at or owning the auction business), commercial agricultural well drilling, residential tree removal service, custom and contract feeding services, marketing/advertising of agricultural products through social media, print, radio and TV, soil/crop testing, animal feed ration testing or development and other agricultural services.

Agriscience Research-Animal Systems - Research in the life processes, health, nutrition, genetics, management and processing of animal systems related to small animals, aquaculture, livestock, dairy, horses and/or poultry.

Diversified Research – Research in two or more of the agriscience research areas.

Environmental Service Systems/Natural Resource Systems Research - Research in the systems, instruments and technology used in environmental service and/or natural resources and their influence on the environment.



CORCORAN FFA - Program of Activities

Food Products and Processing Systems Research - Research in the product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food service practices within the food industry.

Power, Structural and Technical Systems Research - Research in the agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.

Social Sciences Research - Research of leadership, personal growth and career success skills necessary for a chosen profession that effectively contributes to society.

Agriscience Research-Plant Systems - Research in the life cycles, classifications, functions, practices of plant systems related to crops, turfgrass, tree and shrubs and/or ornamental plants.

Beef Production-Entrepreneurship – Member owns the enterprise or business that uses the best management practices available to efficiently produce and market beef. This award area is for any animals raised mainly to produce beef and all beef breed animals, including miniature Herefords, Zebu, etc.

Beef Production-Placement – Member works for a livestock producer applying the best management practices available to efficiently produce and market beef. This award area is for any animals raised mainly to produce beef and all beef breed animals, including miniature Herefords, Zebu, etc.

Dairy Production-Entrepreneurship – Member owns an enterprise or business and applies the best management practices available to efficiently produce and market dairy cattle, including the raising of breeding animals for dairy purposes (i.e., bulls and heifers) and raw dairy cattle products. This award area also includes enterprises in which a member leases cattle for dairy production.

Dairy Production-Placement – Member works in an enterprise or business applying the best management practices available to efficiently produce and market dairy cattle, including the raising of breeding animals for dairy purposes (i.e., bulls and heifers) and raw dairy cattle products.

Diversified Agricultural Production-Entrepreneurship/Placement - Involves the use of the best management practices available to produce and market a combination of livestock and crops in two or more proficiency areas. These areas include at least one species included in Diversified Livestock and at least one species included in Diversified Crop proficiency area.

Diversified Crop Production-Entrepreneurship – Member owns an enterprise or business that applies the best management practices available to efficiently produce and market crops from two or more of the following proficiency areas: grain production, fiber & oil crop production, forage production, specialty crop production (excluding floriculture production), vegetable production or fruit production.



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Diversified Crop Production–Placement – Member works for a business that applies the best management practices available to efficiently produce and market crops from two or more of the following proficiency areas: grain production, fiber & oil crop production, forage production, specialty crop production (excluding floriculture production), vegetable production or fruit production.

Diversified Horticulture –Entrepreneurship/Placement – Member owns or works for an enterprise or business that applies the best management practices available to efficiently produce and market plants from two or more of the following proficiency areas: landscape management, nursery operations, turf grass management and floriculture production accepted in the specialty crop production proficiency area. Projects which include the production of floriculture plants, but not only, the design and/or sale of floral products (corsages, boutonnieres, bouquets, etc.) qualify in this area.

Diversified Livestock Production–Entrepreneurship/Placement – Involves the use of the best management practices available to efficiently produce and market a combination of animals for two or more of the livestock-related proficiency award areas. These areas include beef, dairy, sheep, swine, equine, goat, specialty animal, poultry or small animal production and care.

Environmental Science and Natural ResourcesManagement–Entrepreneurship/Placement –Students receive practical experience concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include the areas of management of agriculture waste (excluding common compliance with EPA regulations) recycling of agriculture products, environmental cleanup, land/wetland reclamation, serving in conservation corps; managing agricultural energy usage (not for building or maintaining), multiple uses of resources, land use regulations pertaining to soil, water and air quality, preservation of wetlands, shorelines, and grasslands, erosion prevention practices; public relations and education concerning pollution; installing subsurface drainage, public relations and education concerning pollution. Projects that solely install/maintain drainage tiling systems belong in agricultural services.

Equine Science -Entrepreneurship – Student owns an enterprise or business that provides experiences in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include training and/or management of horses for activities such as but not only roping, racing, rodeo, show, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. Miniature horses are included in this proficiency area.

Equine Science-Placement – Student works for an employer providing experiences in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include training and/or management of horses for activities such as but not only roping, racing, rodeo, show, riding lessons and therapeutic horseback riding if horses are not owned but are managed by the member. Miniature horses are included in this proficiency area.



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Fiber and Oil Crop Production–Entrepreneurship/Placement – Member owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fiber and/or oil such as cotton, sisal, hemp, soybeans, sesame seed, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint and safflower.

Forage Production-Entrepreneurship/Placement – Member owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for forage such as alfalfa, clover, brome grass, orchard grass, grain forages, corn and grass silages, all pastures and sorghum (not used for grain).

Forest Management and Products–Entrepreneurship/Placement – Member owns the enterprise, or works for a business that includes the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, making and selling cedar shakes, firewood, wood chips/mulch and working for local, state or federal forest management agencies.

Fruit Production–Entrepreneurship/Placement – Member owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fruit and nuts such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, cranberries, melons, grapes, olives, nuts(not peanuts) and all common fruits. (Pome fruits include apples, mayhaws, and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries).

Goat Production-Entrepreneurship/Placement - Member Owns the enterprise, or works for a business that involves the use of the best management practices available to efficiently produce and market goats and all raw goat products.

Grain Production–Entrepreneurship/Placement – Member owns the enterprise or works for a crop producer or grain production related business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley(including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Production of certified grain seed is included in this area.

Landscape Management–Entrepreneurship/Placement – Member owns the enterprise, or works for a business that includes experiences with planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations and lawn mowing/care services, portions of the project can include hardscaping and the installation of decorative rock, etc.

Nursery Operations–Entrepreneurship/Placement – Member owns the enterprise, or works for a business that provides experience in growing, marketing and selling ornamental plants, vegetable starter



CORCORAN FFA - Program of Activities

plants, shrubs and/or tree production for the purpose of transplanting or propagation. This could include water garden plants if produced for sale.

Outdoor Recreation–Entrepreneurship/Placement – Member owns the enterprise, or works for a business that develops or provides outdoor recreational activities for public or family use as experiential or income-producing enterprises. These enterprises could include agro-tourism, vacation cabins and cottages, camping and/or picnic areas, recreational fishing, and/or hunting areas, winter sports, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and running petting zoos and rodeo events where the member does not own or manage animals.

Poultry Production–Entrepreneurship/Placement – Member owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their raw products.

Service-Learning –Entrepreneurship/Placement - Member researches an agriculturally related community need(s), develops a written plan which defines the identified need and the proposed service solution. Member submits the plan or plans to a local review committee of stakeholders and FFA advisor, completes the project and provides a summary report of the project's impact to the same review committee. Service must benefit a school, public entity or a substantial portion of the community. Service provided to the member's own FFA Chapter is not eligible. Service project(s) must require the member to use agricultural skills and knowledge gained in the agriculture classroom to complete and must be of sufficient scope for the member to apply skills and abilities from the nationally accepted agriculture, food, and natural resource standards. Projects must be member initiated, planned, lead and reported and may not appear within the member's chapter Program of Activities in the current or a prior year unless it has been significantly expanded or changed. Projects initiated, planned and conducted by a chapter are not eligible though chapter members may provide labor or resources to a member's service learning SAE project. A member may not personally profit financially from the project(s). A small team of members may work together to complete a project(s) the member applying will report only their own hours, skills and growth. A continuous project must have new local review committee approval for added activities not included in the original plan.

Sheep Production–Entrepreneurship/Placement – Member owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market sheep, raw sheep products and wool.

Small Animal Production and Care–Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market small animals such as rabbits, cats, dogs, mice, hedgehogs, guineapigs, lizards, small birds (such as canaries, cockatiels, cockatoos, parakeets, parrots, etc.,) and programs that typically provide a service in



CORCORAN FFA - Program of Activities

caring for the well-being of pets. Programs could include working at a pet shop, as a groomer, as a dog trainer, providing pet sitting services, working at a kennel, or preparing guide and assistance animals.

Specialty Animal Production–Entrepreneurship/Placement – Applies the best management practices available to efficiently produce and market specialty animals and their raw products within the agriculture industry. Members in this area must demonstrate that they are producing and marketing specialty animals not covered in any of the existing award area. Specialty animals can include but are not limited to the following: alligators, aquaculture, bees, mules, donkeys, bison, oxen, mink, worms, ostriches, pigeons, emus, alpacas or llamas. Placement experiences could include roles as a zoo worker or placement at any specialty animal facility. In their supervised work experience, students must participate in hands-on activities including feeding, inoculating, performing basic animal care, weighing, measuring, showing and possibly marketing animals in an entrepreneurial or work placement environment.

Specialty Crop Production–Entrepreneurship/Placement – Member owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market raw crops not covered in any of the existing award categories such as: native prairie plants, sugar beets, dry edible beans, green peanuts, gourds, tobacco, specialty corns (popcorn, whitecorn, Indiancorn), all grass seed production, herbs and spices, mushrooms, sugarcane, hops, sorghum cane, confectionary sunflowers, production of crop seed and floriculture production. (such as chrysanthemums, daylilies, etc.)

Swine Production–Entrepreneurship – Member owns an enterprise that applies the best management practices available to efficiently produce and market swine and their raw products.

Swine Production–Placement – Member works for an employer that applies the best management practices available to efficiently produce and market swine and their raw products.

Turf Grass Management–Entrepreneurship/Placement – Member owns the enterprise, or works for a business that involves the planting and maintaining of turf for outdoor beautification, providing a lawn mowing service that does not include installation or maintenance of additional landscaping, sod produced for sale and sport field or golf course management.

Vegetable Production–Entrepreneurship/Placement – Member owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market unprocessed crops such as asparagus, beans, potatoes, sweet potatoes, yams, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers and all common garden vegetables.

Veterinary Science–Entrepreneurship/Placement – Member owns the enterprise, or works for a business that includes working with veterinarians in clinical practice, research facilities, colleges of veterinary medicine, animal health industry, or any other environment in which they assist veterinarians in performing duties related to the health of people and/or the health and welfare of large and small



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animals. This experience must be under the supervision of a veterinarian and may include wage earning, entrepreneurial or exploratory activities not limited to hands-on care of animals, management of the business aspects of a veterinary practice, or working on legislation or regulations relating to animals.

Wildlife Production and Management–Entrepreneurship/Placement – Member owns the enterprise, or works for a business that includes the improvement and the availability of fish and wildlife through practices such as land and water habitat improve mentor development, wildlife surveys, trapping or the stocking of fish and wild game. This area includes activities conducted with local, state or federal fish & wildlife or natural resource agencies managing wildlife and habitat specifically for wildlife. The legal production of wild species for stocking such as ducks, geese, quail, pheasants, etc. are eligible if used as an income enterprise. Legal harvest of wildlife or fish for resale as an income enterprise is included in this category.



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Awards Offered and Descriptions

Star Greenhand - The Star Greenhand award is presented to the first year member that has shown both leadership and scholarship abilities throughout the year, as well as active participation in chapter functions.

Star Chapter Farmer - The Star Chapter Farmer award is presented to the chapter member that has been active in chapter activities, and displays both leadership and scholastic abilities throughout the year.

1. *Star Chapter Farmer (Small Livestock Farm)*
2. *Star Chapter Farmer (Large Production Farm)*
3. *Star Chapter Farmer (Overall Involvement)*

Teacher Awards for Subject Area- The Corcoran High Agriculture Department Instructors would like to recognize individuals who have demonstrated exceptional performance in the classroom and the chapter.



CORCORAN FFA - Program of Activities

Scholarships Offered and Descriptions

"We are awarding one \$1000 scholarship and two \$500 scholarships to seniors that have shown their passion for agriculture through their work ethic, involvement, and grades."

3 Scholarships given:

\$1,000 Scholarship

\$500 Scholarship

\$500 Scholarship



CORCORAN FFA - Program of Activities

Permission Slip Form



CORCORAN FFA - Program of Activities

CORCORAN UNIFIED SCHOOL DISTRICT - School Activity Permission Slip

Name of Student:

Date of Birth:

Has my permission to participate in the following school activity:

School Activity:

Date(s):

Location of event:

In case of emergency, I give permission for any necessary treatment/medication to be administered to my child by the attending physician/nurse/doctor/hospital/paramedics.

California Education Code Section 35330 states, in pertinent part, as follows:

"All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for injury, accident, illness, or death occurring during or in connection with the field trip or excursion."

For safety purposes, the school needs to be aware of any medical situation which may affect your child while participating in the school activity.

_____ Check here if there are no special medical problems of which the staff should be aware and no medications are required during the school activity.

_____ Check here if there are special medical problems of which the staff should be aware and/or medications that are required during the school activity. If medications are required, you must sign and attach the "Authorization for Medication" form obtained from the School Health Office and describe the medical problem:

_____ (If lawrence please contact school at 530-430-0000)

I have read and understand education Code Section 35330 as quoted above.

I fully understand that my child is to abide by all rules and regulations governing conduct during the school activity. Any violation of these rules and regulations may result in my child being suspended and/or sent home at his/her and/or parents/guardians' expense.

Signature of Parent/Guardian

Date

Address

Phone #

Family Medical Insurance Carrier

Policy/Group No.

Phone #

NO STUDENT WILL BE PERMITTED TO PARTICIPATE IN THE SCHOOL ACTIVITY WITHOUT THIS FORM SUBMITTED PRIOR TO THE ACTIVITY

Arranged Absence Form



CORCORAN FFA - Program of Activities

CORCORAN UNIFIED SCHOOL DISTRICT - Arranged Absence Form

Student Name:	
Date to be Excused:	
Name of Activity:	

Period	Teacher Signature
1	
2	
3	
4	
5	
6	
7	
8	

Approved by:

Asst. Principal or Learning Director Signature:	
Advisor Signature:	

Information:

- Students are to meet at the CHS TLC parking lot.

Greenhand Degree Application



CORCORAN FFA - Program of Activities



CORCORAN FFA - Greenhand Degree Application

Directions: As you complete each of the following requirements for the Greenhand FFA Degree, place a check in the box on the left and fill in the required information.

Name: _____ Date Submitted: _____

- ☐ I am enrolled in an agriculture class. *Please list Ag class(es):* _____
- ☐ I have a satisfactory plan for an SAE project. *Briefly describe your SAE project:*

- ☐ I have learned and can explain the FFA Motto.
- ☐ I have learned and can explain the FFA Salute.
- ☐ I have learned and can explain the FFA Creed.
- ☐ I have described and explained the meaning of the FFA emblem and colors.
- ☐ I understand the FFA Code of Ethics and proper use of the FFA jacket.
- ☐ I have learned and can explain the history of the National FFA organization.
- ☐ I own or have access to the Official FFA Manual or the FFA Student Handbook.

Having met these requirements, I hereby submit this application for the Greenhand FFA Degree.

Member's Signature: _____ Date: _____

FOR CHAPTER USE

We have reviewed this application and certify that the candidate has met the requirements and will be awarded the Chapter FFA Degree.

Date Degree Awarded On: _____

President's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Chapter Degree Application



CORCORAN FFA - Program of Activities



CORCORAN FFA - Chapter Degree Application

Directions: As you complete each of the following requirements for the Chapter FFA Degree, place a check in the box on the left and fill in the required information.

Name: _____ Date Submitted: _____

- ☐ I hold the Greenhand FFA Degree and have completed 180 of agricultural course work above the 9th grade level.
- ☐ I have a satisfactory SAE program in operation. Briefly describe your SAE project.

- ☐ I have earned and productively invested \$150 or worked at least 45 unpaid hours outside of class time in an SAE program.
- ☐ I have effectively led a group discussion for 15 minutes.
When: _____ Topic: _____
- ☐ I have participated in at least 10 hours of community service.
- ☐ I have demonstrated five procedures of parliamentary law. List 5 procedures below:
1. _____
2. _____
3. _____
4. _____
5. _____
- ☐ I have a satisfactory scholastic record. GPA As Of Last Grading Period: _____
- ☐ I have participated in at least 10 hours of community service.
- ☐ I show progress toward individual achievement in the FFA rewards program.

Having met these requirements, I hereby submit this application for the Chapter FFA Degree.

Member's Signature: _____ Date: _____

FOR CHAPTER USE

We have reviewed this application and certify that the candidate has met the requirements and will be awarded the Chapter FFA Degree.

Date Degree Awarded On: _____

President's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Chapter Officer Application



CORCORAN FFA - Program of Activities

Corcoran FFA Chapter Officer Applications

Applicants Name: _____

Grade: _____ GPA: _____ FFA Degrees Earned: _____

Current Ag Classes: _____

List top 5 FFA activities you have participated in:

1. _____
2. _____
3. _____
4. _____
5. _____

The following CHS teachers / faculty members nominate the above candidate for chapter officer in the Corcoran FFA chapter, please have them print their name and sign and complete a letter of recommendation. This cannot be an Ag teacher, but must be school staff member!

1. Name: _____	Signature: _____
2. Name: _____	Signature: _____
3. Name: _____	Signature: _____

Those that move on beyond interviews will be slated into a position that they are best suited for. Please select your preference of offices (1-1st choice, 6th-last choice), though it may not be the office in which you are placed.

President _____	Vice President _____	Reporter _____
Secretary _____	Treasurer _____	Sentinel _____



CORCORAN FFA - Program of Activities

Expectations of the Chapter Officers

1. Your number one priority and focus as a chapter officer is to serve the needs of the members of your chapter.
2. The success of Chapter Officers is evaluated by team performance, not necessarily on individual performance. Learn how to help each other to become better leaders.
3. It is expected that each Chapter Officer be a positive role model for the members of the chapter. (Suspensions, probation, and repetitive disciplinary action is unacceptable.)
4. It is required for each Chapter Officer to be enrolled in the Ag Leadership class unless there is an unavoidable scheduling conflict. This class will be where the majority of officer and committee work and planning will take place for FFA activities, fundraisers, and community service opportunities.
5. It is expected that each Chapter Officer strive aggressively to achieve and maintain academic success.
6. **NEVER...** tell members or friends how important **YOU** are!
7. **NEVER...** use the word "I" or allow your individual ego to interfere with the functioning of the team.
8. Conduct yourself in a dignified and professional manner at all times.
9. Always be courteous and respectful to all members and advisors 100% of the time.
10. **DO NOT BE AFRAID OF THE POSSIBILITY OF FAILURE OR SUCCESS!**
11. When you need help... ask for it!
12. **NEVER** wait until the last minute to complete your assignments.
13. Give 100% effort!
14. Learn how to be an effective leader and still have fun.
15. This is **YOUR** organization **NOT** the Ag Teachers'!

I have read and understand the "Expectations of the Chapter Officers." I understand they apply to me in my pursuit of a position on the Chapter Officer Team. I further understand that failure to comply to the expectations may result in my early dismissal from the team.

Student Signature

Date

I have read, and understand, that the "Expectations of the Chapter Officers" listed above apply to my child who is pursuing a position on the Chapter Officer Team.

Parent/Guardian Signature

Date



CORCORAN FFA - Program of Activities

Corcoran Officer Agreement

This agreement will be in conjunction with the FFA Officer Code of Conduct Contract.

As an officer of Corcoran FFA Chapter, I will: (initial each)

- ☐ A. Attend the Chapter Officer Retreat during the summer (*TBA July or August*). Attend the Chapter Officer Leadership Conference in Tulare.
- ☐ B. Attend all officer meetings and monthly chapter meetings.
- ☐ C. Cooperate with other officers and advisors and maintain a friendly attitude with them, always working as a team.
- ☐ D. Abide by the National FFA Code of Ethics and School Policies put in place by Corcoran High School.
- ☐ E. Set an example for other members by my positive actions both inside and outside of the classroom and take part in all fundraising activities.
- ☐ F. Obtain and wear proper official dress or previously agreed upon attire at all meetings and official functions.
- ☐ G. Accept all responsibilities of the office I receive.
- ☐ H. Be enrolled in the Ag Leadership class, unless there is an unavoidable scheduling conflict.

I understand my responsibilities as a chapter officer and I am committed to the position.

Candidate's Signature

I, _____ (parent), hereby approve of my son/daughter becoming a chapter officer of the Corcoran Chapter and realize the time and commitment that is required. He/she is responsible for attending all chapter meetings and executive meetings during the year, Summer Officer Retreat, Leadership Banquets, Opening/Closing Contests and other events as he or she volunteers.

Parent Signature

I have visited at length with the candidate and I believe that he/she understands the duties before them. He or she realizes that in order to be effective as an officer, this commitment needs to be their major priority (after church, family and school) during the year. I enthusiastically give this candidate my endorsement to run for office.

Agriculture Instructor



CORCORAN FFA - Program of Activities

Question Responses:

1. Why do you desire to serve on the 2019-2020 Corcoran officer team?

2. What qualifications do you have that you feel are necessary to be successful as a chapter officer? (Leadership, School Activities, etc.)

3. What does the words "leadership" and "service" mean to you?

4. What have you done to improve your personal leadership skills? (conferences, reading books, etc.)

5. What improvements should there be made in the chapter and how should they be made?

6. How do you think you could help in making this a better chapter? (Money raising events, FFA activities, etc.)



CORCORAN FFA - Program of Activities

7. Future Plans (including college, career, etc.)

8. Do you have any other obligations that would interfere with your ability to serve as a chapter officer? If yes, how much time do you plan on devoting to each? (Sports, ASB, Other Clubs)



School Farm Use Agreement

CUSD School Farm Use Agreement

The following is a list of rules and responsibilities that students must follow for a student to have access to and use the CUSD School Farm Facility. It is the responsibility of the Agricultural Teachers and Maintenance Staff to monitor the conduct and behavior of all CUSD students utilizing the CUSD School Farm. Students must be enrolled in Corcoran FFA or Corcoran 4H in order to use the facility, no independent showman will be allowed to house animals at the farm.

1. Students are responsible for the feeding and care of livestock. This includes but is not limited to:
 - a. Fresh Water Supply
 - b. Proper Feeding twice a day
 - c. Vaccination and Medication of Animals
 - d. Washing and Grooming of Animals
 - e. Exercise and weighing of animal
2. Pens and other facilities must be cleaned on a **daily** basis. This includes, but is not limited to:
 - a. The removal animal waste from the pen and disposing of in the correct location
 - b. Rinsing Concrete Pens when applicable
 - c. Raking Sheep and Cattle Pens
 - d. Cleaning-up spilled feed or hay and sweeping the barn
 - e. Buckets and feeders must be cleaned once a week
 - f. Report any issues or maintenance needs to Advisors ASAP
3. Students and families understand that using the farm is a privilege and not a right. Tools and equipment belonging to the farm will be used properly and stored according to the Ag Teachers request. This includes but is not limited to:
 - a. Dumping wheelbarrows after every use
 - b. Hanging tools on proper hooks
 - c. Rolling hoses in alley and in front of sheep pens
 - d. Animals are generally housed on the farm during the following months:
 - i. Cattle: September-November to June
 - ii. Swine: February-June
 - iii. Sheep/Goats: January/February-June
 - iv. Rabbits and Poultry: May-June
4. When animals are clipped or sheared it is the student's responsibility to clean-up hair and wool immediately and dump it in the trashcans or dumpsters.
5. Trashcans are for trash only. Manure and or old feed are not to be dumped in trashcans. This ruins the cans and makes it difficult to dump. All animal waste and old feed must be placed in large dumpsters.



CORCORAN FFA - Program of Activities

6. Animals cannot be brought on site without the permission of the appropriate Agriculture Teacher, please arrange arrival of livestock at least 1 week prior with appropriate species advisor. No dogs are allowed on site at any time!
7. Students are to feed during daylight hours only. This means from 6:00 AM to 9:00 PM. Student's onsite after 9:00 PM will be asked to leave. No one should be on site when classes are in session at the school.
8. Students are to store feed and equipment in the tack stalls provided to them. Equipment left out will be confiscated or thrown away.
9. Supplies and equipment must be stored out of the weather and in an area out of the way of traffic and animals.
10. 4H members must supply all of their own equipment, cleaning supplies, bedding and feeders/feed - FFA will not be providing or selling these items to 4H.

Biosecurity and Safety Measures for Illness/Disease/Injury Prevention

All FFA and 4H students housing their fair projects at the school farm will adhere to the following:

1. Students will be required to attend a fall farm clean up and two spring clean up days in addition to the final barn clean out after fair (4 total days).
2. Students will bring a bottle of hand sanitizer or hand soap to keep in their locker and use before and after interacting with animals.
3. Students will not touch other students' projects.
4. Students will not jump through pens to get to their livestock. They will use the approved gates and alleyways to access their pen.
5. Students will shut and secure all gates behind them as they are coming and going at the farm.
6. Students and parents are to respect a 5 mile an hour speed limit in the parking area and will never drive on the farm without permission from advisors.
7. The farm is a working facility, not a petting zoo or hang out spot, please understand all CUSD school policies are in effect at all times. Outside guests are not allowed on the farm without a member with them at all times!
8. Students will respect the policy to be mindful of what is filmed/recorded on the farm-sick animals should never be posted on social media!

Please be advised-

Padlocks will not be supplied to students for storage lockers. It is highly encouraged that students get combination padlocks for their feed storage containers. The combination will be supplied to the species-specific advisor. Any other padlock, other than a combination, will be removed by a Corcoran FFA advisor, **DO NOT USE A KEY LOCK FOR YOUR ANIMALS PEN!!!**



CORCORAN FFA - Program of Activities

District and School Policies regarding student conduct, alcohol, tobacco and drug use as well as dress code are also in effect while students are on the CUSD School Farm premises.

Failure to following the above listed rules and responsibilities will result in the following consequences:

1. Warning from Advisor
2. Disciplinary Action from Individual School Administration
3. Suspension of Farm Use
4. Removal of Animals from the CUSD Farm

Please Read and Sign Below:

I have read the following School Farm Agreement and understand that failure to comply with the rules and responsibilities will result in disciplinary action and possible removal from the CUSD School Farm.

Species Area: _____

Club: _____

Student Name: _____

Student Signature: _____

Date: _____

Parent Name: _____

Parent Signature: _____

Date: _____



Livestock Showman Policies and Procedures

Corcoran High School FFA

Livestock Showman Policies and Procedures

1. Introduction

Raising a livestock project as your SAE (Supervised Agricultural Experience) Project can be one the best and most rewarding activities you can be involved in during high school. These projects teach responsibility, livestock management skills and leadership. Students have the opportunity to raise a variety of species including sheep, hogs, poultry, meat rabbits, beef cattle and dairy cattle. Any type of market animal project must be sold once the animal has reached a market weight, animals cannot be housed at the school farm after June 30th. (Unless given prior approval from the lead FFA Advisor.) Kings County FFA members have traditionally sold their projects through the Kings County Fair (KCF), which is held in early June. The fair is a venue for students to sell their livestock projects at a better then market value.

Raising an animal to sell at the Kings County Fair is a privilege, not a right. Students must meet the following expectations (as per CHS Ag Department Policy) to exhibit their animal at the Kings County Fair and have an association with CHS FFA. Students must also meet school and department expectations as well. Students who fail to meet these expectations will lose this privilege and have to find other venues to house and sell their animal. There are a number of rules governing FFA Student participation at Fairs and Expositions. These include the Kings County Fair rules and the California Department of Food and Agriculture (CDFA) Fairs and Expositions (FE) Department. The CDFA Fairs and Expositions Rule Book can be found online.

Students and parents, please read the following expectations, carefully. Once you have read and understand them, please sign in the space provided. Students will also need to obtain signatures from the species advisors prior to starting a project in association with the Corcoran FFA.

2. Ag Department Academic Guidelines

A grade point average of "C" (2.0) with no "F" letter grades during each grading period. Should an individual fall below the above requirement, a grading period (6 weeks) probationary period will be provided to allow the student to bring up his/her grades. If unsuccessful in bringing the grades up to the standard required, the student will not be eligible for participation in livestock/FFA activities during the next grading period (6 weeks) and until his/her grades meet the academic standards at the regular grade reporting period. It is the responsibility of the student to check with their Learning Director or Agriculture Instructor at the beginning of the fall semester if they feel that their summer school grades have affected their eligibility.



3. Agriculture Department Requirements

In order to emphasize the importance of academic achievement, personal leadership and FFA participation the following constitute minimum requirements for student participation in FFA Fair Livestock Projects.

- Students must maintain a “B” or better in all Agriculture classes. This is not an average of all of the student's classes.
- Students must be active FFA members, meeting the 10 activity requirement throughout the year.
- Students must be in good standing with all current Agriculture Instructors and other teachers. Students should not have excessive tardies or behavioral detentions from these instructors.
- Students wishing to exhibit a beef project, must have shown a market lamb or market hog prior to starting a beef project with Corcoran FFA unless given approval by advisor.
- With fair being during finals week, it is recommended that students only exhibit one livestock species at the fair to better focus on their academics and their projects.
- Advisors will not excuse students for approved FFA show day(s), loading in and weigh-in and assigned FFA barn duty. Students must attend everyday of the county fair and the necessary events before (set-up, clipping) and after (fair load out and farm clean up) the KCF.
- Students and families are assuming responsibly for the entire cost of this project. The FFA will not front any money for members for any reasons and all Fall 2018 FFA debts must be cleared before animals can be purchased for the 2019 KCF. All expenses will be explained in species-specific meetings and the entire amount will be broken up into payments throughout the school year. Loans are available for FFA members; paperwork must be filed before the department will approve the purchasing of an animal for the school.



4. Daily Activities

- A. All school rules are in effect at the school farm and at county fair, students who fail to follow rules and expectations will be removed from the farm and not allowed to show or sale.
- B. All first time showman for each species must house their animal at the school farm unless previous approval by the livestock advisor is given. This includes the switching of species i.e. you showed a goat in 2018 and are planning to show a lamb in 2019 you must have the animal at the farm.
- C. Spend time everyday, twice a day with your fair project, observe and exercise it in order to produce a high quality animal.
- D. All animals housed at the school farm will be kept on the feed plan as directed by the livestock advisor. Students are required to provide their own feed.
- E. Check the amount of feed you have in your locker and communicate with your project advisor if more is needed at least 3 days before you will run out of feed. All animals fed twice a day at scheduled times, self-feeders will not be allowed.
- F. Thoroughly clean the pen. (This will be done twice a day.) All waste must be put in the proper place and cleaning tools stored in an appropriate location.
- G. Animals shall be provided clean, fresh water. Buckets or waterers shall be cleaned routinely to be free of debris (2-3 times a week).
- H. You are to take responsibility of your animal and your animal only. Do not feed or clean other student's pens without prior communication and approval from that exhibitor. Failure to follow this will result in a strike. You are not allow to enter the pen of any animal that is not yours unless you have been given previous approval from Advisors.



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5. Periodic Activities

- A. Attend for the duration, project meetings approximately every two weeks. This includes weekly weigh in days at school if your animal is housed there.
- B. Be at your project site when the advisor checks your animal if it is housed off school grounds.
- C. Perform barn duty functions on a rotational basis if your animal is housed at school.
- D. Your species advisor must be given 1 week notice prior to you leaving town for three or more days. You will have to make arrangements to have your animal fed by another project member; outside individuals cannot care for you animal in your absence.

6. Prior to the Fair

- A. Find a buyer for your animal. A livestock showman is expected to help with the buyer's appreciate lunch being held in the springtime.
- B. Attend and participate in mandatory showmanship practices and the CHS Farm Fair. Failure to participate in the CHS Farm Fair will result in not showing at the Kings County Fair.
- C. Attend your clipping dates for your species, approximately 3-7 days before the county fair. If you do not attend your clipping day you will not be allowed to show at the KCF.
- D. Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member that is NOT exhibiting any type of livestock at the fair. Failure to have the proper show uniform for any reason will disqualify that student from showing.
- E. Obtain the proper equipment as directed by your livestock species advisor (feed pan, show cane/stick/pipe, brush, soap, rubbing alcohol, rags, spray bottle, hair conditioner, hose and show box).
- F. All exhibitors are required to help set up pens at the fairgrounds and load tack in the before the fair starts.



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- G. Exhibitors are required to haul their own tack and equipment to the fair.
- H. If animals are not housed at the school farm, exhibitors are required to haul their animal to the fair unless they have made arrangements to be hauled by the advisors.
- I. Pay off all FFA debt prior to the County Fair by ~~May 10, 2020~~ ^{May 10, 2020} no member will be allowed to show if they have debt at CHS related to FFA.

7. Activities at the Fair

- A. Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal for show.
- B. Exhibitors are NOT allowed in the carnival area until the completion of the last show day for their respective species.
- C. Exhibitors must be in their barn area no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor.
- D. Animals must be checked daily by their owners. Exhibitors must serve scheduled barn duties, which includes being on time, keeping the animals, pens, aisles, and tack areas clean and watering all animals at least once during the shift.
- E. All exhibitors are required to be present to load their own animal and participate on weigh day.
- F. On show days, all exhibitors are required to stay in the barn area for the duration of the show.
- G. Exhibitor must be present for the sale of their animal and may be asked by the Kings County Fair to assist with the sale by being a runner to the sale clerk to have bidders sign animal buy sheets.
- H. All exhibitors are required to help clean up and load tack on the last day of the fair.
- I. All exhibitors are required to work together, follow all instructions from the advisor, and cooperate with a POSITIVE ATTITUDE.



CORCORAN FFA - Program of Activities

- J. Each exhibitor also agrees to allow any Corcoran FFA advisor to pick up his/her auction check from the fair.

8. Conclusion of the Fair

- A. If for any reason animals are not taken to fair or are not sold through the auction, they must be removed from the school farm by June 30th, 2019 or they will be processed or sent to auction and the exhibitor will be charged a 150.00 fee. (The exception to this rule is prior approval from the lead FFA advisor for students showing at State Fair or students with breeding projects.)
- B. At the conclusion of the fair, each exhibitor will be required to:
1. Attend their species barn clean-up day and turn in their farm keys. If they do not attend the farm clean-up day and fail to return keys students will be charged a 100.00
 2. Write a thank you letter to the buyer(s) of his/her animal. Write thank you letters for any Buyer Add on's received for his/her animal.
 3. Complete their FFA recordbook pertaining to their project by June 30th.
- C. Checks will not be given to exhibitors until the above responsibilities have been completed.

9. Disciplinary Procedures

A. A "Three Strike" discipline system is used by the Corcoran FFA advisors. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike". Infractions include, but are not limited to, missing a project meeting/weigh day without prior notice, neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc.), failure to perform required duties before and/or during the fair. Once a student has received three strikes, he/she forfeits his/her privilege to show with Corcoran FFA.

B. Other disciplinary problems may result in the removal of exhibitor and animal from the school farm (if housed there) or fair, withdrawal of animal from the fair livestock auction, and/or loss of showing privileges with Corcoran FFA for one or more years. This includes issues with parents and family members-please always maintain respect of those around you during this project.



Corcoran High School FFA

Livestock Showman Policies and Procedures

Please return with contract paperwork

I have read the Livestock Code of Conduct and I understand the consequences of not following these expectations, before and during the raising of a livestock project. I also understand that I can be disqualified from the fair, even if my animal and I are already on the premises, due to inappropriate behavior. Please sign and return this form to the project advisor. If you have any questions at any time, please contact ~~_____~~ Miles Robinson at milesrobinson@ccorcoranunified.com or Dustin Newby at dustinnewby@ccorcoranunified.com.

Student Signature: _____ Date: _____

Parents Signature: _____ Date: _____

Species Advisors Signature: _____ Date: _____



CORCORAN FFA - Program of Activities

Corcoran FFA Show Team Applications

Copy
for
POA

Due Oct. 10th, 2019 by 3:30pm
Corcoran FFA Show Team Applications

Applicants Name: _____

Grade: _____ GPA: _____

FFA Degrees Earned: _____

Current Ag Classes: _____

List top 5 FFA activities you have participated in or plan to take part in this year:

1. _____
2. _____
3. _____
4. _____
5. _____

1. Describe how showing and being a member of the 2019 Corcoran FFA Show Team will benefit you as a member of the chapter and a student at CHS
2. Explain how you plan to meet the time and financial commitments of the project, are you able pay all of the bills and get to the farm twice a day, every day to care for your project?
3. Give the top 3 reasons why you should be considered for a spot on the Corcoran FFA Livestock Show Team-Be Creative!



CORCORAN FFA - Program of Activities

Corcoran FFA Show Team Student Expectations

As a member of the Corcoran FFA Fair Show Team, I will: (initial each)

- ☐ A. Attend all scheduled meetings, farm clean ups and mandatory events.
- ☐ B. Attend all 5 days of the county fair including farm clean up/shut down.
- ☐ C. Cooperate with other members and advisors and maintain a friendly attitude with them, always working as a team.
- ☐ D. Abide by the National FFA Code of Ethics and School Policies.
- ☐ E. Set an example for other members by my positive actions
- ☐ F. I will fulfill all expectations including time commitments and financial obligations
- ☐ G. Accept all responsibilities of the animal I have chosen to show.
- ☐ H. It is required that all members be enrolled in an Ag class.

I understand my responsibilities as a member of the team and I am committed to the project

Candidate Name

Candidate's Signature

I, _____ (parent), hereby approve of my son/daughter becoming a member of the Corcoran FFA Show team and realize the time and commitment that is required.

Parent Signature



CORCORAN FFA - Program of Activities

Corcoran FFA Show Team Parent Survey

As a member of the Corcoran FFA Fair Show Team Family, I will : (initial each)

- ___ A. Ensure my child will fulfill all duties on the farm, including feeding and cleaning their animal's pen twice a day. I know that this is a large time commitment and will make it a priority during the duration of the project.
- ___ B. Recognize that raising livestock involves risk, and there is always the chance the project is not successful in making the fair auction and must be sold at a reduced price.
- ___ C. Cooperate with other members and advisors and maintain a friendly attitude with them, always working as a team.
- ___ D. Abide by the National FFA Code of Ethics and School Policies throughout the project and fair.
- ___ E. Set an example for other members by my positive actions and support of all students on the team. If conflict occurs between myself and other members, families, or advisors I will handle this issue in a mature and productive manner. I will not forget that the farm is a place for positive learning and relationships for both children and adults.
- ___ F. I ensure my child will fulfill all expectations including time commitments and financial obligations by the expected deadlines
- ___ G. Accept all responsibilities of the animal my child have chosen to show and will work with the advice of the advisors to raise a high quality and profitable project.
- ___ H. Understand that grades, school attendance, and behavior cannot suffer during the raising of an animal and commit to holding my student to the standards set by the livestock advisors.

I, _____ (parent), hereby approve of my son/daughter becoming a member of the Corcoran FFA Show team and realize the time and commitment that is required. I recognize that I am a vital member of the team and commit to helping my student and their project successful.

Parent Signature



CORCORAN FFA - Program of Activities

Corcoran FFA Fair Show Team Applications TEACHER/STAFF RECOMMENDATION FORM

Please rate this student in each of the following areas. Please be completely honest in your evaluation. This will not be seen by the student or parent. Please complete, place in a sealed envelope and return to student or send to Ag Dept Office by October ~~10, 2019~~ **10, 2019**

Student's Name: _____

Teacher's Name: _____

Category	Outstanding	Good	Fair	Poor
Responsibility				
Respect for Authority				
On Time to Class				
Cooperative				
Attitude				
Gets Along With Others				

Comments: Please justify the above ratings (specifically outstanding and poor ratings).

Please place this recommendation in a sealed envelope. Please sign your name across the envelope seal, and return it to the student no later than ~~October 10, 2019~~ **10/10/19**



CORCORAN FFA - Program of Activities

Corcoran FFA Fair Show Team Applications TEACHER/STAFF RECOMMENDATION FORM

Please rate this student in each of the following areas. Please be completely honest in your evaluation. This will not be seen by the student or parent. Please complete, place in a sealed envelope and return to student or send to Ag Dept Office by October ~~10, 2019~~ **10, 2019**

Student's Name: _____

Teacher's Name: _____

<u>Category</u>	<u>Outstanding</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Responsibility				
Respect for Authority				
On Time to Class				
Cooperative				
Attitude				
Gets Along With Others				

Comments: Please justify the above ratings (specifically outstanding and poor ratings).

Please place this recommendation in a sealed envelope. Please sign your name across the envelope seal, and return it to the student no later than ~~October 10, 2019~~ **10/10/19**



CHS FFA Hog Project Agreement

CHS FFA HOG PROJECT AGREEMENT

To: FFA Members

From: CHS AG Department

Re: Hog Project Agreement

FFA member,

If you are interested in showing a hog this year the contract and information below must be reviewed and signed by both you and your parent/guardian. Raising an animal takes responsibility, hard work, and dedication but it will be a rewarding experience in the end. Remember there is no guarantee of a profit. Livestock projects are variable and expensive. Please do not take this responsibility lightly.

Student Duties and Responsibilities:

- Feed, water, clean pen, and exercise your hog twice a day (morning and night- Approx. 45-1 hr. visit) ****Hog should be walked a minimum of 30min. per day****
- Remove Hog waste daily
- Wash pig regularly, apply fly spray, care for general needs based on Advisor's recommendations
- Weigh and record weight WEEKLY
- If you are going out of town it is **your responsibility** to find a caretaker
- Attend **EVERY** showmanship practice.
- You must be eligible to get an animal and you must remain eligible throughout the project in order to show and sell your animal at the fair
- You must find a buyer for your hog (THE AG DEPARTMENT WILL NOT DO THIS FOR YOU)

****ALL SCHOOL RULES APPLY AT THE AG FARM****

ALL HOGS MUST BE APPROVED BY ADVISOR PRIOR TO PURCHASE IF NOT PURCHASING THROUGH

CORCORAN FFA.

ALL ANIMALS KEPT OFF-SITE MUST GET PRIOR APPROVAL FROM ADVISOR.

MEDICATIONS AND VACCINES MAY BE ADMINISTERED TO ANY ANIMAL IN THE BARN AT THE

ADVISORS DISCRETION AT THE COST OF THE EXHIBITOR.



CORCORAN FFA - Program of Activities

Project Cost Commitment

Students are responsible for purchasing their own feed for their animal. The chapter is subsidizing medications. Additionally, any vet bills, supplies and/or ENTRY FEES the student/family is responsible for the cost.

****THE STUDENT WILL BE RESPONSIBLE FOR THE COST OF THE HOG UP FRONT****

****All payment deadlines must be met in order for the animal to be shown and sold at the 2018 Kings County Fair****

****Animal must be paid for in full at the time of purchase****

Project Cost:

Estimated Project: \$400

Hog Cost:	\$350.00
Insurance:	\$25.00
Chapter Fixed Costs:	
Fair Shirts:	\$25.00
Entries (Varies)	**Student Paid**

Total Estimated Cost = \$400

Supplies:

- Shampoo (Recommended: Sullivan's Clear Choice Shampoo, brite lights (white hogs), or Mane and Tail)
- Skin Conditioner (Recommended: Sullivan's Supply Sudden Impact, or swine shine)
- Sun Screen
- Brush for washing (Stiff bristle brush)
- Show stick and showmanship brush (PVC or Whip Recommended)
- Official FFA Uniform: FFA jacket, FFA tie or scarf, white collared button up shirt, white pants, and black or brown boots

****Add-ons are necessary to make money in this project****

****Projections are not a guarantee of profit****



CORCORAN FFA - Program of Activities

CHS FFA HOG PROJECT AGREEMENT

STUDENT AGREEMENT

I _____ have read through this agreement and realize my responsibilities and commitments to successfully raise a hog. By signing this contract, I agree to provide the money and care for the hog as stated in the agreement. If I can't fulfill my duties as stated in the agreement I understand that I will get one verbal warning and one written warning from Advisor and Individual School Administration. If I neglect to correct the problem after the written warning, I face suspension and removal of my animal from the farm. I understand that if this action occurs I am still responsible for any monetary debts owed to the department.

PARENT/ GUARDIAN AGREEMENT

I _____ have read through this agreement and realize the responsibilities my son/daughter will have in raising this animal. I am also aware of the costs involved in maintaining the project. I agree to the above listed terms and give my permission for my son/daughter to participate in this project.

Kings County Fair ~ May 29 – June 2, 2019

Warnings can be given for the following:

- Neglect of the animal (lack of feed, water, medication, etc.)
- Lack of respect of school property and/or individuals involved with the project
- Failure to feed twice a day in a timely manner
- Failure to clean pen on a daily basis and in a timely manner
- Any other issue outlined in Farm Use Agreement, Showman Agreement, or the Fair Contract

Contract Received _____

Contract Copied and
Returned to Student _____



CORCORAN FFA - Program of Activities

CHS FFA Sheep and Goat Project Agreement

CHS FFA Sheep & Goat Project Agreement 2019-2020

To: FFA Members
From: CHS AG Department
Re: Market LAMB and GOAT Project Agreement

FFA member,

If you are interested in showing a sheep or goat this year the contract and information below must be reviewed and signed by both you and your parent/guardian. Raising an animal takes responsibility, hard work, and dedication but it **will be a rewarding experience in the end**. Remember there is **no guarantee of a profit**. Livestock projects are **variable and expensive**. Please **do not take this responsibility lightly**.

Student Duties and Responsibilities:

- Feed, water, and exercise your lamb/goat at least once a day. ****Lambs/goats should be walked a minimum of 30min. per day****
- Lamb/goat pens must be cleaned **DAILY**.
- Wash water buckets at least once a week **** Water should always be clean, cool, and abundant****
- Weigh and record weight **WEEKLY**.
- Wash lamb regularly, apply fly spray, care for general needs based on Advisor's recommendations.
- Attend **EVERY** showmanship practice. (You will be given a strike for missing practice)
- If you are going out of town it is **your responsibility** to find a caretaker.
- You must be eligible to get an animal and you must remain eligible throughout the project in order to show and sell your animal at the fair.
- You must find a buyer for your lamb **(THE AG DEPARTMENT WILL NOT DO THIS FOR YOU)**.

****ALL SCHOOL RULES APPLY AT THE AG FARM****

- All lambs and goats must be approved by advisor prior to purchase if not purchasing through Corcoran FFA.
- All animals kept off site must get prior approval from advisor.
- Medications and vaccines may be administered to any FFA animal in the barn at the advisors discretion at the cost of the student.

Supplies:

- Shampoo (Recommended: Mane and Tail \$7, blue Dawn Dish Soap \$3-\$5, or Winner's Brand Whitening Livestock Shampoo by Weaver Livestock \$12)
- Curry Comb for brushing and washing \$4-\$8
- Sheep Halter \$4-\$10
- Sheep/Goat Blanket \$25-\$30
- Goat Show Chain \$8-\$12 (Goats only)
- Official FFA Uniform: FFA jacket, FFA tie or scarf, white collared button up shirt, white pants, and black or brown boots and belt.



CORCORAN FFA - Program of Activities

- **NOTE:** CHS Ag Department has a limited amount of supplies available for student use that can be checked out at the discretion of the advisor.

Project Cost Commitment:

- All costs are based on multiple occupancy in a pen and growth estimations.
- The **student is responsible** for the cost of all feed, supplies, vet bills, and entry fees.
- Add-ons are necessary to make money on this project.
- **THE STUDENT WILL BE RESPONSIBLE FOR THE COST OF THE LAMB/GOAT UP FRONT**
- All payment and paperwork deadlines must be met in order for the animal to be shown and sold at the 2019 Kings County Fair with Corcoran FFA.
- All students **MUST** purchase insurance if they are keeping their animal on the school farm and must be paid by the set deadline.
- **Animal must be paid for in full at the time of purchase.**
- All costs are estimations and are subject to change

Expected Expenses	Sheep	Goat
Cost of Animal	\$400.00	\$300.00
Insurance	\$22.00	\$22.00
Supplies *Estimated*	\$50.00	\$50.00
Feed - Umbarger 19% Sheep Feed / Dominator Goat Feed	\$21.00/bag	\$17.00/bag
Supplements	\$50.00	\$50.00
Fair Entries	\$47.00	\$47.00
Total	\$674.00	\$537.00

After Showing at the Fair:

- After showing and selling your animal at the Kings Fair you will only receive your fair check when you have completed the following:
 1. Finished / updated your AET record book
 2. Cleaned your pen and feed locker
 3. Written a thank you note to your buyer and add-ons

Out of Town or Vacations:

- If you are going out of town or on vacation longer than one day you need to fill out **Substitute Feeder Form**.
- This form is available on the Sheep/Goat Google Classroom and is due to Mr. Robinson at least two days before you go out of town.
- The purpose of this form is to insure that the advisors are aware of who is taking care of the animal while you are out of town and how long you will be gone.
- If you go out of town without turning in this form first it will result in a strike.



CORCORAN FFA - Program of Activities

Expectations:

- A) All showman will adhere to the rules and expectations explained in the CUSD School Farm Use Agreement, the Corcoran High School FFA Livestock Showman Policies and Procedures, and all Corcoran High School rules and policies. Failure to do so will lead to discipline procedures.
- B) Understand that there is variable risk in the raising and showing of any livestock species, even with the best care sometimes things will go wrong-follow the advice and expertise of the Livestock advisors to ensure a successful experience.
- C) Students will not be eligible to show at the Kings Fair with Corcoran FFA if they fail to pay their insurance money, fail to turn in the Fair Livestock Contract to be signed by the species advisor, or do not follow the guidelines set forth in the agreements/contracts mentioned in *Expectation (A)*.
- D) If expectations are not met and the student is not eligible to show then they will have two weeks to find a buyer to sell their lamb/goat and/or remove their animal from the school farm. If the animal is not sold/removed then Corcoran FFA will take the lamb/goat to be sold at the A&M Livestock Auction.

Discipline Procedures:

- Strikes are given out as disciplinary action and are recorded on the backside of this contract. After the third strike, the student will have two weeks to find a buyer to sell their lamb/goat and/or remove their animal from the school farm. If the animal is not sold/removed then Corcoran FFA will take the lamb/goat to be sold at the A&M Livestock Auction.
- Strikes can be given for the following:
 - Neglect of the animal (lack of feed, water, medication, etc.)
 - Lack of respect of school property and/or individuals involved with the project
 - Failure to feed twice a day in a timely manner
 - Failure to clean pen on a daily basis and in a timely manner
 - Any other issue outlined in Farm Use Agreement, Showman Agreement, or the Fair Contract
 - Missing any required meetings or practices.



CORCORAN FFA - Program of Activities

CHS FFA MARKET LAMB PROJECT AGREEMENT

STUDENT AGREEMENT:

I _____ have read through this agreement and realize my responsibilities and commitments to successfully raise a lamb. By signing this contract, I agree to provide the money and care for the lamb as stated in the agreement. If I can't fulfill my duties as stated in the agreement I understand that I will get one verbal warning and one written warning from Advisor and Individual School Administration. If I neglect to correct the problem after the written warning, I face suspension and removal of my animal from the farm. I understand that if this action occurs I am still responsible for any monetary debts owed to the department.

PARENT/ GUARDIAN AGREEMENT:

I _____ have read through this agreement and realize the responsibilities my son/daughter will have in raising this animal. I am also aware of the costs involved in maintaining the project. I agree to the above listed terms and give my permission for my son/daughter to participate in this project.

LIABILITY AGREEMENT:

Advisor direction in care and feeding of my animal(s) is crucial to the health and growth of my animal(s).

I understand that if I choose to follow direction, care, protocols, feeding, application of treatment, medicinal applications, etc. without the approval and direction of CHS Agriculture Teaching staff, Corcoran High School, Corcoran Unified School District and its staff disclaims any liability and responsibility for the welfare of my animal.

I also hold harmless the CHS Agriculture Teaching staff, Corcoran High School, Corcoran Unified School District from the consequences or actions from the advice, direction and supervision from anyone who is not an employee of the Corcoran Unified School District.

Sheep: _____ Goat: _____ / School Farm: _____ Offsite: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Date Contract Received: _____ Date Copied/Returned to Student: _____



CORCORAN FFA - Program of Activities

Consequence Steps/Strikes

Strike # 1

Date: _____

Reason: _____

Student Signature: _____ Advisor Signature: _____

Strike # 2

Date: _____

Reason: _____

Student Signature: _____ Advisor Signature: _____

Parent Signature: _____

Strike # 3

Date: _____

Reason: _____

Student Signature: _____ Advisor Signature: _____

Parent Signature: _____ Administrator Signature: _____

Animal Removal From Farm

Date: _____

Reason: _____

Student Signature: _____ Advisor Signature: _____

Parent Signature: _____ Administrator Signature: _____



CHS FFA Dairy Replacement Heifer Project Agreement

CHS FFA DAIRY REPLACEMENT HEIFER PROJECT AGREEMENT 2018-2019

To: FFA Members
From: CHS AG Department
Re: DAIRY CATTLE Project Agreement

FFA member,

If you are interested in showing a heifer this year the contract and information below must be reviewed and signed by both you and your parent/guardian. Raising an animal takes responsibility, hard work, and dedication but it will be a rewarding experience in the end. Remember there is no guarantee of a profit. Livestock projects are variable and expensive. Please do not take this responsibility lightly.

Student Duties and Responsibilities:

- Feed, water, clean pen, and exercise your heifer twice a day (morning and night- Approx. 45-1 hr. visit) ****Heifer should be walked a minimum of 30min. per day****
- Remove dirty bedding daily
- Wash heifer regularly, apply fly spray, care for general needs based on Advisor's recommendations
- If you are going out of town it is **your responsibility** to find a caretaker
- You must be eligible to get an animal and you must remain eligible throughout the project in order to show and sell your animal at the fair
- You must find a buyer for your animal (**THE AG DEPARTMENT WILL NOT DO THIS FOR YOU**)

****ALL SCHOOL RULES APPLY AT THE AG FARM****

STUDENTS MUST PURCHASE A HEIFER THROUGH THE CORCORAN AG DEPARTMENT UNLESS OTHERWISE APPROVED. NO ANIMALS PURCHASED FROM UNAPPROVED BREEDERS WILL BE ALLOWED TO BE KEPT AT THE SCHOOL FARM OR SHOWN UNDER CORCORAN FFA.

Supplies:

- Shampoo (Recommended: Sullivan's Clear Choice Shampoo, Weaver Shampoo or Mane and Tail)
- Skin Conditioner (Recommended: Sullivan's Supply Revive, Kleen Sheen, Mane and Tail, etc.)
- Brush for washing (Stiff bristle brush)
- Show halter
- Official FFA Uniform: FFA jacket, FFA tie or scarf, white collared button up shirt, white pants, and black or brown boots



CORCORAN FFA - Program of Activities

Project Cost Commitment

All costs are based on growth estimates. The chapter is subsidizing medications and shavings/straw. Additionally, any vet bills, feed, show supplies and/or ENTRY FEES the student/family is responsible for the cost.

****Students are responsible for purchasing their own feed.****

****THE STUDENT WILL BE RESPONSIBLE FOR THE COST OF THE PROJECT UP FRONT****

****No Animals Will Be Purchased Without The Project Being Paid In Full****

Project Cost:

Project: \$2625.00

Heifer Cost:	\$2500.00
Insurance:	100.00
Chapter Fixed Costs-	
Fair Shirts:	\$25.00
Entries (Varies)	**Student Paid**
Total Estimated Cost	\$2625.00

****Add-ons are necessary to make money in this project****

****Projections are not a guarantee of profit or loss****



CORCORAN FFA - Program of Activities

CHS FFA HEIFER PROJECT AGREEMENT

STUDENT AGREEMENT

I _____ have read through this agreement and realize my responsibilities and commitments to successfully raise a heifer. By signing this contract, I agree to provide the money and care for the heifer as stated in the agreement. If I can't fulfill my duties as stated in the agreement I understand that I will get one verbal warning and one written warning from Advisor and Individual School Administration. If I neglect to correct the problem after the written warning, I face suspension and removal of my animal from the farm. I understand that if this action occurs I am still responsible for any monetary debts owed to the department.

Student Signature _____

PARENT/ GUARDIAN AGREEMENT

I _____ have read through this agreement and realize the responsibilities my son/daughter will have in raising this animal. I am also aware of the costs involved in maintaining the project. I agree to the above listed terms and give my permission for my son/daughter to participate in this project.

Parent Signature _____

Kings County Fair ~ May 29 – June 2, 2019

Warnings can be given for the following:

- Neglect of the animal (lack of feed, water, medication, etc.)
- Lack of respect of school property and/or individuals involved with the project
- Failure to feed twice a day in a timely manner
- Failure to clean pen on a daily basis and in a timely manner
- Any other issue outlined in Farm Use Agreement, Showman Agreement, or the Fair Contract

Contract Received _____

Contract Copied and
Returned to Student _____



CORCORAN FFA - Program of Activities

CHS FFA Small Animal Project Agreement

CHS FFA SMALL ANIMAL PROJECT AGREEMENT 2018-2019

To: FFA Members
From: CHS AG Department
Re: SMALL ANIMAL Project Agreement

FFA member,

If you are interested in showing a small animal project this year the contract and information below must be reviewed and signed by both you and your parent/guardian. Raising an animal takes responsibility, hard work, and dedication but it will be a rewarding experience in the end. Remember there is no guarantee of a profit. Livestock projects are variable and expensive. Please do not take this responsibility lightly.

Student Duties and Responsibilities:

- Feed, water, clean pen everyday
- Wash water buckets and clean barn everyday
- Weigh and record weight **WEEKLY**
- If you are going out of town it is **your responsibility** to find a caretaker
- You must be eligible to get an animal and you must remain eligible throughout the project in order to show and sell your animal at the fair
- You must find a buyer for your animal (**THE AG DEPARTMENT WILL NOT DO THIS FOR YOU**)

****ALL SCHOOL RULES APPLY AT THE AG FARM****

STUDENTS MUST PURCHASE ALL ANIMALS THROUGH THE CORCORAN AG DEPARTMENT UNLESS OTHERWISE APPROVED. NO ANIMALS PURCHASED FROM UNAPPROVED BREEDERS WILL BE ALLOWED TO BE KEPT AT THE SCHOOL FARM OR SHOWN UNDER CORCORAN FFA.

Supplies:

- Official FFA Uniform: FFA jacket, FFA tie or scarf, white collared button up shirt, white pants, and black or brown boots and belt.

Project Cost Commitment

All costs are based on multiple occupancy in a pen; due to space constraints students are not guaranteed a solo pen. The chapter is subsidizing the cost medications and shavings for fair. Additionally, any major vet bills, extra supplies and/or **ENTRY FEES** the student/family is responsible for the cost.

****THE STUDENT WILL BE RESPONSIBLE FOR THE COST OF THE PROJECT UP FRONT****

****No Animals Will Be Purchased Without The Project Being Paid In Full, All payment deadlines must be met in order for animal to be shown and sold at the 2019 Kings County Fair****



CORCORAN FFA - Program of Activities

Project Cost:

Project: Varies

Project Cost:

Varies Per Species

(30 days) Rabbit-150.00

(45 days) Chickens-125.00

(120 days) Turkeys-200.00

**Includes feed, bedding, and animals

Chapter Fixed Costs-

Fair Shirts:

\$25.00

Entries (Varies)

Student Paid



CORCORAN FFA - Program of Activities

CHS FFA SMALL ANIMAL PROJECT AGREEMENT

STUDENT AGREEMENT

I _____ have read through this agreement and realize my responsibilities and commitments to successfully raise a small animal. By signing this contract, I agree to provide the money and care for the goat as stated in the agreement. If I can't fulfill my duties as stated in the agreement I understand that I will get one verbal warning and one written warning from Advisor and Individual School Administration. If I neglect to correct the problem after the written warning, I face suspension and removal of my animal from the farm. I understand that if this action occurs I am still responsible for any monetary debts owed to the department.

Student Signature _____

PARENT/ GUARDIAN AGREEMENT

I _____ have read through this agreement and realize the responsibilities my son/daughter will have in raising this animal. I am also aware of the costs involved in maintaining the project. I agree to the above listed terms and give my permission for my son/daughter to participate in this project.

Parent Signature _____

Kings County Fair ~ May 29 – June 2, 2019

Warnings can be given for the following:

- Neglect of the animal (lack of feed, water, medication, etc.)
- Lack of respect of school property and/or individuals involved with the project
- Failure to feed twice a day in a timely manner
- Failure to clean pen on a daily basis and in a timely manner
- Any other issue outlined in Farm Use Agreement, Showman Agreement, or the Fair Contract

Contract Received _____

Contract Copied and
Returned to Student _____



CORCORAN FFA - Program of Activities

CHS FFA Market Beef Project Agreement

CHS FFA MARKET BEEF PROJECT AGREEMENT

To: FFA Members

From: CHS AG Department

Re: Market Beef Project Agreement

FFA member,

If you are interested in showing a market steer this year the contract and information below must be reviewed and signed by both you and your parent/guardian. Raising an animal takes responsibility, hard work, and dedication but it will be a rewarding experience in the end. Remember there is no guarantee of a profit. Livestock projects are variable and expensive. Please do not take this responsibility lightly.

Student Duties and Responsibilities:

- Feed, water, clean pen, and exercise your steer twice a day (morning and night- Approx. 45-1 hr. visit) ****Steer should be walked a minimum of 30min. per day****
- Remove dirty bedding daily
- Wash steer regularly, apply fly spray, care for general needs based on Advisor's recommendations
- Weigh and record weight **WEEKLY**
- If you are going out of town it is **your responsibility** to find a caretaker
- Attend **EVERY** showmanship practice. (You will be fined \$5/ missed practice)
- You must be eligible to get an animal and you must remain eligible throughout the project in order to show and sell your animal at the fair
- You must find a buyer for your steer (**THE AG DEPARTMENT WILL NOT DO THIS FOR YOU**)

****ALL SCHOOL RULES APPLY AT THE AG FARM****

STUDENTS MUST PURCHASE A STEER THROUGH THE CORCORAN AG DEPARTMENT UNLESS OTHERWISE APPROVED. NO ANIMALS PURCHASED FROM UNAPPROVED BREEDERS WILL BE ALLOWED TO BE KEPT AT THE SCHOOL FARM OR SHOWN UNDER CORCORAN FFA.



CORCORAN FFA - Program of Activities

Project Cost Commitment

All costs are based on growth estimates. The chapter is subsidizing medications and shavings. Additionally, any vet bills, supplies and/or ENTRY FEES the student/family is responsible for the cost.

****THE STUDENT WILL BE RESPONSIBLE FOR THE COST OF THE ANIMAL UP FRONT All payment deadlines must be met for the animal to be shown and sold at the 2018 Kings County Fair ****

****No Animals Will Be Purchased Without The Animal Being Paid In Full****

Project Cost:

Project Estimated: \$2125

Steer Cost:	\$2000.00
Insurance:	\$100.00
Chapter Fixed Costs-	
Fair Shirts:	\$25.00
Entries (Varies)	**Student Paid**

Supplies:

- Shampoo (Recommended: Sullivan's Clear Choice Shampoo, Weaver Shampoo or Mane and Tail)
- Skin Conditioner (Recommended: Sullivan's Supply Revive, Kleen Sheen, Mane and Tail, etc.)
- Sullivan Supply Skip Tooth Comb
- Brush for washing (Stiff bristle brush)
- Show stick and showmanship comb
- Official FFA Uniform: FFA jacket, FFA tie or scarf, white collared button up shirt, white pants, and black or brown boots

****Add-ons are necessary to make money in this project****

****Projections are not a guarantee of profit or loss****



CORCORAN FFA - Program of Activities

CHS FFA MARKET BEEF PROJECT AGREEMENT

STUDENT AGREEMENT

I _____ have read through this agreement and realize my responsibilities and commitments to successfully raise a steer. By signing this contract, I agree to provide the money and care for the steer as stated in the agreement. If I can't fulfill my duties as stated in the agreement I understand that I will get one verbal warning and one written warning from Advisor and Individual School Administration. If I neglect to correct the problem after the written warning, I face suspension and removal of my animal from the farm. I understand that if this action occurs I am still responsible for any monetary debts owed to the department.

Student Signature

Date

PARENT/ GUARDIAN AGREEMENT

I _____ have read through this agreement and realize the responsibilities my son/daughter will have in raising this animal. I am also aware of the costs involved in maintaining the project. I agree to the above listed terms and give my permission for my son/daughter to participate in this project.

Parent Signature

Date

Kings County Fair ~ May 29th - June 2nd

Warnings can be given for the following:

- Neglect of the animal (lack of feed, water, medication, etc.)
- Lack of respect of school property and/or individuals involved with the project
- Failure to feed twice a day in a timely manner
- Failure to clean pen on a daily basis and in a timely manner
- Any other issue outlined in Farm Use Agreement, Showman Agreement, or the Fair Contract

Contract Received _____

Contract Copied and Returned to Student _____



CORCORAN FFA - Program of Activities

2019-2020 FFA Chapter Meeting Schedule

08/22/2019- Welcome Back Chapter Meeting

09/26/2019- Chapter Meeting #2

10/22/2019- Spooky Season Chapter Meeting

11/19/2019- Thanksgiving Meeting

12/12/2019- Greenhand Banquet Meeting

01/14/2020- Chapter Meeting #6

02/13/2020- Valentine's Meeting

03/17/2020- St Patty's Day Meeting

04/14/2020- Spring Break Prep Meeting

05/14/2020- Last Meeting: Final Banquet



CORCORAN FFA - Program of Activities

2019-2020 Corcoran FFA Calendar

08/16/2019- Farmers Market FFA Booth

08/21/2019- Back to School Night

09/02/2019- No School

09/10/2019- Livestock Meeting

09/18/2019- GLC Lemoore

09/19/2019- Chowchilla Cotton Contest

09/20/2019- Farmers Market FFA Booth

09/21/2019- TK COLC

10/02/2019- TK Opening and Closing Contest

10/05/2019- Cotton Festival

10/05/2019- El Diamante Cotton Contest

10/09/2019- TK FFA Activity @ Adventure Park

10/10/2019- Chapter Activity @ Hobbs Grove

10/19/2019- MJC Cotton Contest

10/26/2019- Corcoran Cotton Contest

10/29-11/02- National FFA Convention

11/07/2019- Hanford Cotton Contest

11/07/2019- Women in Trades Conference

11/08/2019- COS New Member Field Day

11/09/2019- State Cotton Finals

11/16/2019- November Backyard BBQ

12/05/2019- Christmas Parade

12/12/2019- Greenhand Banquet

12/14/2019- Golden West Citrus Contest

01/04/2020- Porterville Citrus Contest

01/06/2020- State Degree Workshop

01/11/2020- Exeter Citrus Contest

01/18/2020- Tulare Citrus Contest

01/25/2020- Reedley Citrus Contest

01/27/2020- State Degree Scoring



CORCORAN FFA - Program of Activities

02/01/2020- Mid Winter Citrus Finals
02/05/2020- TK BIG
02/09-10/2020- MFE/ALA Visalia
02/12/2020- World Ag Expo
02/15/2020- Regional Officer Screening
02/18-21/2020- FFA Week
02/19/2020- TK Creed/Impromptu Contest
02/27/2020- TK Job Interview/Prepared/Extemp Contest

03/6-7/2020- UC Davis Speaking Contest
03/07/2020- UC Davis Field Day
03/14/2020- COS Farm Power Contest
03/14/2020- Dinuba Field Day
03/14/2020- Merced College Field Day
03/18/2020- TK Activity and Meeting
03/19/2020- Farm Day @ Kings County Fairgrounds
03/20/2020- SJR Speaking Finals COS Tulare
03/21/2020- MJC Field Day
03/28/2020- Reedley College Field day

04/02/2020- TK Officer Names Due
04/04/2020- CRC Field day
04/16/2020- TK Officer Interviews
04/18/2020- Fresno State Field day
04/22/2020- FFA State Speaking Finals
04/23-26/2020- FFA State Conference
04/27/2020- CHS Open House
04/30/2020- TK Officer Elections

05/02/2020- Cal Poly State Finals
05/22/2020- American Degree Applications Due
05/28-31/2020- Kings County Fair

06/02/2020- Last Day of School



2019-2020 Public Relations Recognition

The Public Relations Committee does an amazing job with helping the information of the chapter be broadcasted across the Corcoran High School Campus, as well as, the Corcoran community. They are truly the ones to thank for the success of the posters, flyers, attendance, and participation by members for the chapter. From the Corcoran FFA Chapter, we thank you for your efforts and thank you for always doing your best to get permission slips, posters, flyers, etc. done for the other committees, chapter officers, advisors, and for the organization as a whole. Thank you!!!

(Not pictured is Aliza Barrera)



Recruitment Program

Recruitment is critical in keeping our agriculture program going, no kids means no program! Corcoran High School puts on a Pathway Night to introduce all 8th graders to the high school pathways and start the high school registration process. It is here where the kids see what the FFA program is all about and decide how they will spend their “elective” time during the next four years. Teachers bring projects, pictures, and live animals for kids to see. Due to the chapter’s success and publicity in the newspaper, the community knows what agriculture is all about and that it’s a great pathway.

There are a few ways we use to retain our students. The major one is that the students sign up for a pathway their freshman year, either the Agriculture Mechanics or Animal Science Pathway agreeing to take a series of classes within that pathway they have chosen for the next four years of high school. Students get incentives first completing the pathway and program, and we utilize FFA activities to motivate and engage students. Students participate in various activities on the school farm and become vital to its upkeep. We have a large number of students who utilize the school farm for many types of different SAE projects, and we feel this is another way we see our pathways retain students.

The Agriculture pathways program is beneficial for many reasons, but two very important reasons are gaining real-life skills and numerous leadership skills. The Agriculture pathways give you the skills needed for an entry-level position in that field of work or will prepare you for studying that subject at a college or trade school. Agriculture pathways program gives students a subject that is real and relevant to everyday life. Students can choose either pathway depending on what they like, are passionate about, or may want to pursue as a career.

CORCORAN HIGH SCHOOL

PATHWAY NIGHT

Tuesday, February 4, 2020
5:00 pm - Technology Learning Center



created with www.hubof.us

WHAT WILL YOU DO WITH YOUR ELECTIVE TIME HERE AT CORCORAN HIGH SCHOOL?
START PLANNING A CAREER AND YOUR FUTURE NOW! LEARN SKILLS THAT WILL HELP
YOU IN COLLEGE AND YOUR CAREER UPON GRADUATION. WHAT'S YOUR
PASSION...CHOOSE YOUR PATHWAY.

Please join us for a short presentation on the pathways we offer at Corcoran High School. After the presentation, teachers and students from each pathway will be available with displays to answer any questions you may have. You will then choose your pathway. **CHOOSING YOUR PATHWAY IS THE FIRST STEP TO FRESHMAN ORIENTATION. YOUR PATHWAY MUST BE CHOSEN PRIOR TO FRESHMAN REGISTRATION.** Freshman registration will take place on Tuesday, February 18th, at 5:00 pm in the TLC. **IT IS IMPORTANT TO BRING A PARENT/GUARDIAN TO BOTH EVENTS!**

Come join us for a chance to win ASB Stickers, T-Shirts, Sports Bottles, Coffee Mugs, CHS Blankets, and more!!!!

Chapter Scrapbook



Summer Activity Calendar

This summer, our Officer Retreat looked very different due to Covid. In the past, we have taken the Officer Team on a camping trip. This year we were not able to have the camping trip. We had a Zoom business meeting with our officers to start planning the chapter meetings and activities.

Graduate Follow-Up Survey and Results

YELLOW =
NEED TO
CONTACT
GREEN =
SPANISH
HOME LANG
WHITE =
ALREADY
CONTACTED
PINK = FFA
Last Name

Last Name	First Name	Mailing Address	Primary # in Aerie	Student Cell Number	PERSONAL email
Kicella	Cesar	1000 Chubb			
Alcala-Aranda	Jeremy	1000 Chubb			
Angel	Anthony	1000 Chubb			
Arredondo	Daniel	1000 Chubb			
Aula	Victor	1000 Chubb			
Aula	Victoria	1000 Chubb			
Aula	Victoria	1000 Chubb			
Bacca	John	1000 Chubb			
Bernick	Aliza	1000 Chubb			
Boss	Eric	1000 Chubb			
Burton	Jacob	1000 Chubb			
Calera	Francisco	1000 Chubb			
Centi	Crister	1000 Chubb			
Colt	Johnathan	1000 Chubb			
Cornejo	Luis	1000 Chubb			
Corona	Evaristo	1000 Chubb			
Del Angel	Oscar	1000 Chubb			
Dezobal	Luis	1000 Chubb			
Flores Navarrete	Alondra	1000 Chubb			
Franco	Rodney	1000 Chubb			

Younger
brothers or
sisters that go
to school in
our Corcoran
Unified School
District (if
applicable)

Facebook
username

Twitter
username (if
applicable)

Notes	College	Major	Working - Company Name:	Military Branch
Spanish 10/13				
no voicemail setup 10/13				
# not in service 10/13				
left message 10/13				
	COS	Engineering	Cost Less	
no answer, no voicemail 10/13				
left message 10/13				
left message 10/13				
	COS	Animal Science		
			Kings Drive Inn	Air Force
	COS	Welding		
left message 10/13				
left message 10/13				
left message 10/13				
Spanish 10/13				
voicemail not set up 10/13				
	WH Coalinga	Agronomy	Boswell	
			XFC	
Spanish 10/13				
	WH	Health Science		

Garcia	Johnny	1000 Chubb			
Gilbert	Marshall	1000 Chubb			
Gonzalez	Guadalupe	1000 Chubb			
Gonzalez	Joe	1000 Chubb			
Gonzalez	Blas	1000 Chubb			
Gonzalez	Carl	1000 Chubb			
Hammond	Dusty	1000 Chubb			
Hernandez	Alonso	1000 Chubb			
Horta	Daniel	1000 Chubb			
Jacobson	Thelan	1000 Chubb			
Jordan	Allison	1000 Chubb			
Kandrick	Gage	1000 Chubb			
Lopez	Luis	1000 Chubb			
Luis	Jose	1000 Chubb			
Madruga	Enrique	1000 Chubb			
Molina	Ashley	1000 Chubb			
Oyola-Abrera	Rafael	1000 Chubb			
Perez	Evelyn	1000 Chubb			
Perez Ochoa	Carlos Manuel	1000 Chubb			
Perez	Luis	1000 Chubb			
Perez	Jesus	1000 Chubb			
Ramirez	Graciela	1000 Chubb			
Ramirez	Nash	1000 Chubb			
Ramos	Alex	1000 Chubb			
Ruiz-Caballero	Nathan	1000 Chubb			

left message 10/13				
left message 10/13				
	COS	Animal Science	McDonald's	
	4 year college	Kinesiology		
	GCU	Sports Medicine		
Spanish 10/13				
	COS	Fire Fighting		
left message 10/13				
	COS	Animal Science		
Better to call after 4:00				
	COS in upcoming semester	Nursing	had 2nd interview	
			Boswell	
	West Hills	Correctional Officer		
			Grapes	
			Boswell	
left message 10/13				
left message 10/13				
left message 10/13				
Spanish 10/13				
left message 10/13				
Spanish 10/13				
	COS	Animal Science		
992 # is home. Left mess 10/13				
	COS	Bio-Orthodontics I	Kingsburg Packing	
			Looking for work	

Sagado	Angel	8/10/13	8/10/13
Serra	Eduytorie	2/10/13	2/10/13
Vitales	Duncan	1/10/13	1/10/13
Villagomez	Jose	1/10/13	1/10/13

voicemail not
set up 10/13
left message
10/13
left message
10/13
left message
10/13

From the data gathered above, we are proud to say that a large majority of our students are working in the agriculture field or going to junior college for a career in an agriculture related field.

Comprehensive Program Plan

Corcoran FFA & Ag Department

Together We CAN. Together We WILL.

Comprehensive Program Plan

2020 - 2021



Together We Can. Together We Will.

*Corcoran
FFA*

est. 1945

CORCORAN HIGH SCHOOL - Agriculture Program Plan Table of Contents

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Job Market

CORCORAN PROGRAM PLAN - Community Profile

Location and Size of the Community

Corcoran Unified School District currently has enrolled approximately 3,300 students. All students come from either Kings or Tulare county depending on where their home falls on the map. The district is in the middle of the San Joaquin Valley, off of Highway 43. This is a major agricultural area with companies such as J.G. Boswell and Simplot close by. Many families of Hispanic and Latino cultures are located here doing work in the agriculture fields Corcoran High School is home to approximately 1,200 people in the school. The majority of the school population has a parent if not both parents are involved in the agriculture industry. Even though almost 66% of the students do not see themselves going into the agriculture field. About 22,626 people live in this town and it only has one high school.

Demographics

Diversity is not a hard thing to find in the Corcoran Unified School District. The students and families in this community have learned and become bilingual, if they were not already. However, even with the families learning different languages a solid 25% of the community is labeled as English Language Learners. The school population is about 85% Hispanic and Latino. The other 15% of the population is white, Asian, African American, Native American, and other ethnicities. This diversity strengthens the community as we are able to learn about other cultures with first hand experience and see life from different points of view.

CORCORAN PROGRAM PLAN - Community Profile

Schools

The Corcoran Unified School District has 5 schools: A continuous school, a high school, a middle school, a grade school, and a pre-k school. Most children start and finish school in this community and then leave off to college or the workforce.

Types of Industry & Production Agriculture and Agribusiness

The agriculture industry in the Corcoran area is mainly fieldwork. The production in these fields is cotton, alfalfa, corn, tomatoes, pistachios, almonds, and hay. These are just some of the produce that comes from the fields of Corcoran California. Besides the field labor in the community, there is also a building industry and multiple fabrications and auto shops. The cotton, pistachios, and almonds are what make the Corcoran Area thrive. The 2 largest providers of employment in Corcoran is J.G. Boswell and Morgan Slate. In this community, there will never be a part you can not find. There are an Autozone, Sawtelle, and Rosprim part store and fabrication shop, Az auto parts, and finally Oliver Whitcher auto shop. Most students are employed in the field by Boswell during the harvest seasons of cotton which is late October and early November, and tomato season during the summer months of June and July.

Targeted Occupations

CORCORAN PROGRAM PLAN - Targeted Occupations

→ Agriculture Production

- ◆ Animal Production
 - Livestock Handler, Vet Assistant, Pet Care, Farm Hand, Ranch Laborer, Pest Control
- ◆ Crop Production
 - Irrigator, Propagator, Foreman, Field Crop Grower, Picker, Packing House Worker
 -

→ Agriculture Mechanics

- ◆ Welding
 - Welder/Helper, Fabricator, Specialized Repair and Maintenance
 -

→ Ornamental Horticulture

- ◆ Floriculture
 - Floral Design, Floral Sales, Floral Delivery, Balloon Design, Event Decorating
- ◆ Landscaping
 - Maintenance, Garden Store, Grounds Worker, Salesman, Gardener

**** These are just some of the many career options out there****

Total Program Goals and Objectives

CORCORAN PROGRAM PLAN - Program Goals

2020-2021

The main goals of the Agricultural Education Department are as follows:

1. Students will receive a broad and rigorously developed Agricultural Education academic program that builds towards college and career readiness within the Agriculture Science and Mechanical Technology.
2. To ensure the continuing safety and learning of all students and staff by providing safe, functional, and progressive working facilities and equipment that support industry standard instruction in order to better prepare students for life beyond the CHS classroom.
3. Support parents, families and community stakeholders in their roles within the educational opportunities provided to students.
4. Students will be given the chance to learn in a safe environment that fully supports the Agriculture Education Three Circle Model Structure, providing opportunities for leadership development, travel, and personal growth through participation in the FFA Chapter and development of SAEPs that expand the classroom learning, providing relevance to content taught within the Agriculture Classroom and Lab.
5. To increase the number of students receiving their State Degree and their American Degree.

**Program
Description of
included
Courses, SOE
and Leadership**

CORCORAN HIGH SCHOOL - Agriculture Courses and Descriptions

The Corcoran High School Agriculture Department and FFA is made up of three teachers. All three teachers cover the FFA unit in their courses. Currently there are two pathways offered in the Agriculture Department - Ag Mechanics Pathway and Agriscience Pathway. Below is a list of courses offered through Corcoran FFA.

Introduction to Agriculture

This course is an introductory course to agriculture with the purpose of exposing students to all facets of the diverse and vast industry of Agriculture. Units will be taught in FFA, Record Book, California and Global Agriculture, Agriscience Principles, Agriculture and the Environment, as well as a brief introduction to Plant and Animal Sciences. FFA and SAE participation is required.

Animal Science

The course will introduce basic concepts and principles of animal nutrition, growth, health, behavior, reproduction, and genetics. Labs will provide opportunities to gain practical knowledge and to better understand the lecture material. FFA and SAE participation is required.

Veterinary Science

Veterinary Science is designed to provide students with an opportunity to study animal anatomy and physiology as well as animal health and disease by forming a link between classroom instruction and field experience. Students will also have the opportunity to investigate different aspects of the veterinarian and animal care fields through project based learning. FFA and SAE participation is required.

Agricultural Mechanics 1

This course is designed to give students a broad introduction to the Agricultural Mechanics industry and industry practices. The course is designed to give an introduction to careers, safety, agricultural construction and fabrication, and FFA. Proper skills involving hand tools, power tools, and safety will be stressed. FFA and SAE participation is required.

Agricultural Mechanics 2

This course is designed to give students a basic understanding of fabrication, construction principles, and basic engineering. In addition, advanced techniques in MIG (GMAW), TIG (GTAW), Stick (SMAW) and oxy-acetylene welding, cutting will be stressed. Additionally, electrical principles and skills will be continued from their Ag Mech 1 experience. Students will fabricate a medium sized project to practice their skills and further their problem solving abilities. Students will also learn about engine systems, maintenance, and assembly. FFA and SAE participation is required.

Welding and Fabrication

This course will include construction of large projects and will also include: project design, project drawings, material quotes, project construction, job shadowing, resume, cover letters, applications, interviews and field trips to manufacturing companies. Safety apparel is required for this course. FFA and SAE participation is required.

Art Metal

Students will design and develop welded, brazed, kinetic, soldered, and cast pieces of metal art. This course encourages technical proficiency and personal creativity by combining practical information on materials, tools, and techniques with stimulating ideas from contemporary work be done in metal art. FFA and SAE participation is required.

Floral Design

This course is designed to apply an artistic approach to floral design. Students will explore the elements and principles of design, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional design. FFA and SAE participation is required.

Farm Enterprise

This course is designed to provide students with economic concepts that can be applied to management decisions using farm and ranch situations, and to develop skills in planning and budgeting, business financial analysis, and investment analysis. FFA and SAE participation is required.

CORCORAN HIGH SCHOOL - FFA & SAE Description

The Corcoran High School Agriculture Department and Corcoran FFA make a positive difference in the lives of our students by giving them access to agricultural education as well as career and leadership development opportunities that contribute to the personal growth and career success of those students in our programs.

We envision a progressive chapter built by creating a more personal connection between each individual member and the staff and school communities of Corcoran High School.

With a supportive and dynamic staff of three credentialed agriculture teachers, Corcoran FFA can provide a variety of SAE, CDE, LDE, and leadership opportunities. Students have ways to stay active all year round to work on leadership skills and all the other opportunities FFA provides its members.

The traditions of Corcoran FFA run deep within our community and we pride ourselves on holding true to the roots of our organization. We are a community-based program that showcases its diversity in everything we do from the Cotton Pride to students participating in the Kings County Fair.

We believe that FFA gives students access to opportunities and experiences that they cannot duplicate in any other program and encourage the Corcoran FFA students to take advantage of these by joining an organization that enriches the lives of students throughout the state and nation and gives them the unique opportunity to become informed citizens in the areas of global agriculture, food, fiber, and natural resources systems.



Corcoran

Courses Report

Advisor Name	Period	Course Name	Student Count
Viktoria Granicy-Bognuda	7	Agricultural Welding	22
Viktoria Granicy-Bognuda	1	Floriculture & Floral Design	28
Viktoria Granicy-Bognuda	2	Introduction to Agricultural Mechanics	22
Viktoria Granicy-Bognuda	5	Introduction to Agricultural Mechanics	20
Viktoria Granicy-Bognuda	6	Introduction to Agricultural Mechanics	22
Viktoria Granicy-Bognuda	8	Introduction to Agricultural Mechanics	22
Viktoria Granicy-Bognuda	4	Non-Ag	0
Viktoria Granicy-Bognuda	3	Prep Period	0
Dustin Newby	2	Agricultural Welding	22
Dustin Newby	3	Agricultural Welding	17
Dustin Newby	8	Crop Production	9
Dustin Newby	1	Other Agriculture Mechanics	8
Dustin Newby	5	Other Agriculture Mechanics	15
Dustin Newby	6	Other Agriculture Mechanics	19
Dustin Newby	7	Prep Period	0
Miles Robinson	0	Graduate - American Degree	29
Miles Robinson	5	Introduction to Agriculture	27
Miles Robinson	6	Introduction to Agriculture	27
Miles Robinson	8	Introduction to Agriculture	27
Miles Robinson	1	Introduction to Animal Science	18
Miles Robinson	7	Introduction to Animal Science	25
Miles Robinson	4	Non-Ag	0
Miles Robinson	2	Prep Period	0
Miles Robinson	3	Veterinary Science	21



Corcoran

Courses Report

Agricultural Welding (Period: 7)

Viktoria Granicy-Bognuda

Student Name	Grad Year
Alvarez-Cordova, Jennifer	2022
Armbruster, Gage	2023
Corona, Carlos	2023
De La Cruz, Xavier	2023
Espinosa, Matthew	2023
Flores, Omar	2023
Garcia, Carlos	2023
Garcia, Francisco	2023
Garcia, Victor	2023
Gomez, Isaac	2023
Luna, Steve	2023
Macomb-Roux, Jason	2023
Mares, Victor	2023
Martinez, Gonzalo	2023
Mendez, Jose	2023
Monzon, Matthew	2023
Moreno, Jesus	2023
Muro, Fernando	2023
Ramirez, Jesse	2023
Raya Olvera, Itzel	2023
Ryan, Evan	2023
Toralez, Frank	2023

Student Count

22



Corcoran

Courses Report

Floriculture & Floral Design (Period: 1)

Viktoria Granicy-Bognuda

Student Name	Grad Year
Alvarez, Arturo	2021
Bega, David	2021
Chavez, Eliana	2021
Chavez, Nathanael	2021
Chavez, Rogelio	2021
Cortez, Katelin	2021
Diaz, Jayden	2021
Diaz, Osiel	2021
Echavarria, Dallas	2021
Flores, Jaden	2021
Frey, Kassidy	2021
Gallardo, Keven	2021
Guzman, Jordan	2021
Hammond, Cailie	2021
Hernandez, Jennifer	2021
Herrera, Ana	2021
Hidalgo, Juan	2021
Horta, Samuel	2021
Loera, David	2021
Magana, Emily	2021
Moreno-Garcia, Damian	2021
Mowdy, Kyle	2021
Nolta, Haley	2021
Rodriguez, Jovanny	2021
Rojas, Jesus	2021
Serna, Alyssa	2021
Sherwood, Kaitlyn	2021
Thomas, Madison	2021

Student Count

28



Corcoran

Courses Report

Introduction to Agricultural Mechanics (Period: 2)

Viktoria Granicy-Bognuda

Student Name	Grad Year
Alaniz, Joziah	2024
Alvarez, Luis	2024
Andrade, Alejandro	2024
Andrade, Anthony	2024
Flores, Anthony	2024
Gonzalez, Jose	2024
Hernandez, Eian	2024
Lopez, Abel	2024
Mata, Alex	2024
Medlock, Kameron	2020
Moreno, Mariana	2024
Mustain, Jace	2024
Perez, Alexis	2024
Pla, Gabriel	2024
Ponce Lomeli, Amanda	2024
rios, isaiah	2024
Robles, Gabriel	2024
Valdez, Josiah	2024
Vargas Garcia, Angel	2020
Villasenor, Aaron	2024
Villasenor, Diego	2024
Villasenor, Gabriel	2024

Student Count

22



Corcoran

Courses Report

Introduction to Agricultural Mechanics (Period: 5)

Viktoria Granicy-Bognuda

Student Name	Grad Year
Abundis Garcia, Fatima	2022
Anderson, Mike	2023
Ayala , Eric	2023
campos, Scott	2023
Cole, Jeremy	2023
Cribbs, Stanley	2022
Escamilla, Gilbert	2023
Gray, Kyle	2024
Jaime, Amy	2023
Magana, Emiliano	2023
Martinez, Isaiah	2022
Mendez, Yudith	2023
Moreno, Dennisse	2023
Munoz, Joselyn	2023
Pacheco, Mia	2022
Renteria, Everett	2023
Rios Vilaruel, Enrique	2024
Rojas-Sanchez, Adrian	2023
Sanchez, Angel	2023
Solario, Josiah	2024

Student Count

20



Corcoran

Courses Report

Introduction to Agricultural Mechanics (Period: 6)

Viktoria Granicy-Bognuda

Student Name	Grad Year
Acosta, Merissa	2021
Aguilar Rodriguez, Jesus	2022
Aguilar Rosales, Salvador	2023
Baeza, Osvaldo	2022
Castillo, Julian	2022
Contreras, Josue	2022
Del Angel, Alondra	2024
Del Angel, Leonardo	2024
Diaz, Alexis	2023
Enamorado, Bryan	2020
Garcia, David	2023
Garcia, Jose	2024
Gomez, Misty	2023
Larios, Kristen	2024
Lopez, Jesus	2023
Mana, Ali	2023
Mendoza, Francisco	2023
Oliveros Trujillo, Lucero	2022
Ortiz, Francisco	2024
Ortiz, Sierra	2023
Ramirez, Sienna	2022
Serrano, Joshua	2023

Student Count

22



Corcoran

Courses Report

Introduction to Agricultural Mechanics (Period: 8)

Viktoria Granicy-Bognuda

Student Name	Grad Year
barajas cabrera, brigette	2024
Campos, Kayla	2023
Castellanos , Janessa	2022
Catoy, Kennard	2022
Ceja , Dalilah	2022
Champion, Mathew	2022
Dias, Justin	2023
Gonzalez, Brianna	2023
Granado, Ayden	2024
Guzman, Ramiro	2022
hernandez, jason	2022
Huesca, Jorge	2023
Ibarra, Nathaniel	2022
Martinez, Magno	2022
Parra, Esteban	2022
Quintero, Noah	2022
Rodriguez, Richard	2022
Romero, Mateo	2023
Vega-Barrera, Jose	2022
Villa, Isaiah	2024
Weddle, Destiny	2023
Zepeda, Amy	2022

Student Count

22



Corcoran

Courses Report

Non-Ag (Period: 4)

Viktoria Granicy-Bognuda

Student Name

Grad Year

Student Count



Corcoran

Courses Report

Prep Period (Period: 3)

Viktoria Granicy-Bognuda

Student Name	Grad Year
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Student Count



Corcoran

Courses Report

Agricultural Welding (Period: 2)

Dustin Newby

Student Name	Grad Year
Beltran, Gabriel	2022
cabrera, ernesto	2021
Carrasco, Jose	2022
casillas, andrew	2022
Escamilla, Daniel	2022
Escobedo, Andrew	2021
Flores Del Angel, Edgar	2022
Garcia, Louis	2022
Gaytan, Alejandro	2022
Guzman, Jordan	2021
Hernandez, Edgar	2021
Howard, Max	2022
Iniguez, Kevin	2022
Mata, Alan	2022
Mena, Charles	2022
Nunez, Azcari	2022
Orozco, David	2022
Rodriguez, Omar	2022
Romero, gilberto	2022
Sierra , Rodrigo Alexander	2022
Silva, Jared	2021
Wences, Germain	2022

Student Count

22



Corcoran

Courses Report

Agricultural Welding (Period: 3)

Dustin Newby

Student Name	Grad Year
Alyamani, Hakeem	2022
Armenta-Mata, Felipe	2022
Barragan, Luis	2021
Barrera, Gregorio	2022
Barriga, Eduardo	2022
Carrasco, Frank	2022
Castaneda, Alfredo	2022
Enciso, Edgar	2021
Garcia, Juan	2022
Gonzalez-Villalobos, Santiago	2022
guzman, izaiah	2022
Moreno , Marcos	2022
Navarrete, Damian	2022
paleo, alijah	2022
Raya, Alejandro	2022
Sandoval, Carlos	2022
Torres, Rachael	2021

Student Count

17



Corcoran Courses Report

Crop Production (Period: 8)

Dustin Newby

Student Name	Grad Year
Escamilla, Daniel	2022
Flores, Jaden	2021
Gabbard, Casey	2021
Gallardo, Keven	2021
Gonzalez, Tyler	2022
Lopez, Angel	2022
McCarty, Audrey	2022
Mowdy, Kyle	2021
Rojas, Jesus	2021

Student Count

9



Corcoran

Courses Report

Other Agriculture Mechanics (Period: 1)

Dustin Newby

Student Name	Grad Year
Ahmed, Ahmed	2021
Alaniz, Emilio	2022
De Leon, Ezekiel	2022
Gaytan-Cardenas, Rodrigo	2021
Martinez, Isaiah	2023
Mendez, Matthew	2023
Navarro, Daniel	2023
Rojas, Daniel	2023

Student Count

8



Corcoran

Courses Report

Other Agriculture Mechanics (Period: 5)

Dustin Newby

Student Name	Grad Year
Alvarado, Caleb	2021
Alvarez, Arturo	2021
Andrade, John	2021
Chavez, Nathanael	2021
Chavez, Rogelio	2021
Diaz, Osiel	2021
Gabbard, Casey	2021
Hernandez, Alexis	2021
Hidalgo, Juan	2021
Horta, Samuel	2021
Loera, David	2021
Mowdy, Kyle	2021
Rodriguez, Eddie	2021
Rodriguez, Jovanny	2021
Urias, Brandon	2021

Student Count

15



Corcoran

Courses Report

Other Agriculture Mechanics (Period: 6)

Dustin Newby

Student Name	Grad Year
Arellanes, Armando	2022
Beas, David	2022
carrillo, kaylee	2022
Cuen, Elysiah	2022
Garcia, Yahir	2021
Garcia Navarro, Jose Luis	2021
Guzman, Jason	2022
Hernandez, Brian	2022
Ledezma Ibarra, Antonio	2022
Lopez, Angel	2022
Lule, Angel	2021
Munoz, Leandro	2022
Quintanilla, Paul	2022
Ramirez, Estevan	2022
Ramirez, Miranda	2022
Raya, Eduardo	2022
Solis, Jedi	2022
Soto , Areli	2022
Yang-Garza, Domenik	2022

Student Count

19



Corcoran

Courses Report

Prep Period (Period: 7)

Dustin Newby

Student Name	Grad Year
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Student Count



Corcoran

Courses Report

Graduate - American Degree (Period: 0)

Miles Robinson

Student Name	Grad Year
Acosta, Cesar	2020
Angel, Anthony	2020
Armbruster, Chelsea	2017
Armbruster, Dakota	2017
Baeza, Jose	2020
Barrera, Aliza	2020
Berry, Rachel	2019
Boss, Erik	2020
Cole, Johnathan	2020
Garcia, Carlos	2023
Garcia, Francisco	2023
Gilbert, Marshall	2020
Gomez, Frank	2018
Gomez, Joe	2020
Gonzalez, Blac	2020
Granado-Gonzales, Ayden	2024
Hansen, Brock	2019
Hernandez, Jonah	2019
Herrera, Alexis	2020
Holt, Dawson	2019
Horta, Samuel	2021
Jordan, Tyler	2019
Kendrick, Gage	2020
McCarty, Allyson	2019
Miranda, Oscar Uriel	2019
Nunez, Azcari	2022
Ramirez, Lulu	2020
Toone, Karli Rae Dawn	2017
Weatherford, Jason	2019

Student Count

29



Corcoran

Courses Report

Introduction to Agriculture (Period: 5)

Miles Robinson

Student Name	Grad Year
Andrade, Alejandro	2024
Andrade, Janeth	2023
Baeza, Osvaldo	2022
Cardenas, Mariah	2022
Celestino, Luz	2023
Clement, Breann	2023
Cole, Jazmin	2023
Cortez, Serina	2023
Del Angel, Karla	2024
Echavarria, Priscilla	2023
Edwards, Tray	2023
Espinoza, Vanesa	2023
Estrada, Luis	2023
Gallegos, Gwenstefani	2024
Gamino, Janet	2023
Garcia, Sarahi	2023
Gonzalez, Kevyn	2024
Guzman, Carlos	2024
Lara, Erika	2024
Matadamas, Desairay	2023
Navarro, Daniel	2023
Oregel, Amber	2022
ramirez, aileen	2023
Rodriguez, Richard	2022
Vargas, Mariana	2022
Vazquez, Breanna	2022
Vidales, Albert	2024

Student Count

27



Corcoran

Courses Report

Introduction to Agriculture (Period: 6)

Miles Robinson

Student Name	Grad Year
Adan Pedraza, Javier	2024
Alaniz, Julia	2024
Alvarez-Hernandez, Fernando	2024
Ayala, Carlos	2020
Bella, Natalia	2024
Cavasos, Melody	2024
Contreras Hernandez, Paula	2024
Delgado, Kiernan	2024
Espinosa, Breanna	2024
Fernandez, Gabriel	2024
Garcia, Kimberly	2024
Gonzales, Felicity	2024
Hammond , Ethan	2024
Hernandez, Kandice	2024
Hidalgo, Julissa	2024
Huerta, Gyselle	2024
Keter, Jeremiah	2024
Lopez, Kimberly	2024
Lozano, Gianna	2024
Mancilla , Marilyn	2024
Mata, Aislinn	2024
Matadamas , Angel	2024
Placencia, Linette	2024
Rubio-Chavez, Kevin	2021
Sanchez, Mariana	2022
Valdez, Luis	2024
Valdez, Luz	2024

Student Count

27



Corcoran

Courses Report

Introduction to Agriculture (Period: 8)

Miles Robinson

Student Name	Grad Year
Alfaro , Alexa	2024
Alvarado, Samuel	2024
Barrera, Junior	2023
Calderon Polino, Josue	2021
camargo murillo , kevin	2022
Carranza, Jacqueline	2024
Castellon, Alfredo	2023
De Soto, Samantha	2023
Diaz, Jacqueline	2024
Fanco, Stoney	2024
Franco, Gloria	2024
Franco, Sarah	2022
Gallardo, Natalie	2022
Gomez, Trinity	2024
Inman, Christopher	2022
Lepe, Jenna	2024
Medina, Angelica	2024
Nevarez, Marina	2021
Orosco, Nia	2024
Padilla Garibay, Jahleane	2024
paleo, alijah	2022
Perez, Faith	2024
Ramos, Daniel	2021
Rodriguez , Anahy	2024
Rodriguez, Andrew	2023
Sierra, Vanessa	2022
Trevino, Anneliese	2024

Student Count

27



Corcoran

Courses Report

Introduction to Animal Science (Period: 1)

Miles Robinson

Student Name	Grad Year
Alvarado Gutierrez, Dianna	2021
Bautista, Yuliana	2021
Cooper, Skylar	2021
Cruz, Christian	2023
DIAZ VALDEZ, ASHLEY JENNIFER	2023
Enriquez, Joanna	2023
Gomez, Isaac	2023
Guzman, Rubi	2023
Hernandez, Katherine	2023
Jimenez, Janessa	2023
Jones, Makyla	2023
Mendez, Emily	2023
Ordaz, Evelin	2022
Perez, David	2023
Reyes, Chelsey	2021
Rodriguez, Jocelyn	2023
Sweatt, Athena	2023
Zepeda, Emely	2021

Student Count

18



Corcoran

Courses Report

Introduction to Animal Science (Period: 7)

Miles Robinson

Student Name	Grad Year
Armbruster, Dalton	2021
Camarena, Lupita	2023
Camarena-Lopez, Maribel	2023
Chavez, Ashley	2021
Chavez, Eliana	2021
Chavez, Paula	2023
Cooper, Saige	2023
Cortez, Katelin	2021
Diaz, Betsabet	2023
Diaz, Jayden	2021
Echavarria, Payton	2023
Garcia Navarro, Jose Luis	2021
Garza, Adrianna	2022
Mendoza, Cristy	2021
Moreno-Garcia, Damian	2021
Nolta, Haley	2021
Orozco, David	2022
Perez, Cynthia	2022
Pineda, Vianjy	2023
Rojas, Jhanpier	2021
Sherwood, Kaitlyn	2021
Sierra, Susana	2023
Tapia, Christian	2022
Thomas, Madison	2021
White, Tyriana	2023

Student Count

25



Corcoran

Courses Report

Non-Ag (Period: 4)

Miles Robinson

Student Name

Grad Year

Student Count



Corcoran

Courses Report

Prep Period (Period: 2)

Miles Robinson

Student Name

Grad Year

Student Count



Corcoran

Courses Report

Veterinary Science (Period: 3)

Miles Robinson

Student Name	Grad Year
Aguilar Rodriguez, Jesus	2022
banuelos, francisco	2022
Beavers, Rylan	2022
Gonzalez, Tyler	2022
Hammond, Cailie	2021
Hart, Roxy	2022
Hernandez, Noah	2022
Lepe, Jillian	2022
Lepe, Jocelyn	2022
Lopez, Angel	2022
Lupian, Natalee	2021
Magana, Emily	2021
Palomares, Angel	2021
Rojas, Jesus	2021
Romero, Mersedis	2021
Serna, Adin	2022
Serna, Alexis	2022
Serna, Alyssa	2021
Serrato Lule , Areli	2021
Vargas, Emma	2021
Zepeda, Alixadria	2021

Student Count

21

Program and/or Course Subject Matter Content Outline

Corcoran High School Course Planner - Ag. Mechanics Academy

Student Name:

Graduation Year:

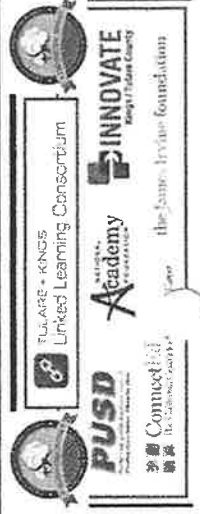
Grade 9 - Courses	Grade 10 - Courses	Grade 11 - Courses	Grade 12 - Courses	CHS grad requirements	A-G Requirements
<input type="checkbox"/> Geography - 1 semester	<input type="checkbox"/> World History	<input type="checkbox"/> U.S. History	<input type="checkbox"/> American Government <input type="checkbox"/> Economics	Social Science - 30 credits (including 1 semester each of Government & Economics) <u>PLUS</u> : Geography (5 credits)	History / Social Science ("a") - 20 credits
<input type="checkbox"/> English 9	<input type="checkbox"/> English 10	<input type="checkbox"/> English 11	<input type="checkbox"/> ERWC	English - 40 credits	English ("b") - 40 credits
<input type="checkbox"/> Math I	<input type="checkbox"/> Math II	<input type="checkbox"/> Math III	<input type="checkbox"/> Calculus	Mathematics - 30 credits	Mathematics ("c") - 30 credits / 4 years recommended
<input type="checkbox"/> Earth	<input type="checkbox"/> Biology	<input type="checkbox"/> Chemistry	<input type="checkbox"/> Physics	Science - 20 credits (10 credits of Biology / 10 credits of Earth/Chem/Physics)	Laboratory Science ("d") - 20 credits
	<input type="checkbox"/> Spanish I	<input type="checkbox"/> Spanish II	<input type="checkbox"/> Spanish III	Visual and Performing Arts , Foreign Language - 10 credits	Language Other than English ("e") - 20 credits
<input type="checkbox"/> Ag. Sci I P <input type="checkbox"/> Anatomy & Phys <input type="checkbox"/> Ethnic Studies		<input type="checkbox"/> Band <input type="checkbox"/> Digital Design <input type="checkbox"/> Music Appreciation <input type="checkbox"/> Theatre I <input type="checkbox"/> Art I			Visual and Performing Arts ("f") - 10 credits
<input type="checkbox"/> Physical Education <input type="checkbox"/> Strength & Cond	<input type="checkbox"/> Physical Education <input type="checkbox"/> Strength & Cond			Physical Education - 20 credits	College-prep Elective ("g") - 10 credits
<input type="checkbox"/> Life Skills - 1 semester				Life Skills - 5 credits	
Ag. Mechanics	Small Engines	Intro. to Welding	ROP Art Metal (2 PERIODS)	Elective classes - 100 credits	Academy Pathway

Corcoran High School Course Planner - Ag. Science Academy

Student Name:

Graduation Year:

Grade 9 - Courses	Grade 10 - Courses	Grade 11 - Courses	Grade 12 - Courses	CHS grad requirements	A-G Requirements
<input type="checkbox"/> Geography - 1 semester	<input type="checkbox"/> World History	<input type="checkbox"/> U.S. History	<input type="checkbox"/> American Government <input type="checkbox"/> Economics	Social Science - 30 credits (including 1 semester each of Government & Economics) <u>PLUS</u> : Geography (5 credits)	History / Social Science ("a") - 20 credits
<input type="checkbox"/> English 9	<input type="checkbox"/> English 10	<input type="checkbox"/> English 11	<input type="checkbox"/> ERWC	English - 40 credits	English ("b") - 40 credits
<input type="checkbox"/> Math I	<input type="checkbox"/> Math II	<input type="checkbox"/> Math III	<input type="checkbox"/> Calculus	Mathematics - 30 credits	Mathematics ("c") - 30 credits / 4 years recommended
<input type="checkbox"/> Earth	<input type="checkbox"/> Biology	<input type="checkbox"/> Chemistry	<input type="checkbox"/> Physics	Science - 20 credits (10 credits of Biology / 10 credits of Earth/Chem/Physics)	Laboratory Science ("d") - 20 credits
	<input type="checkbox"/> Spanish I	<input type="checkbox"/> Spanish II	<input type="checkbox"/> Spanish III	Visual and Performing Arts , Foreign Language - 10 credits	Language Other than English ("e") - 20 credits
		<input type="checkbox"/> Band <input type="checkbox"/> Digital Design <input type="checkbox"/> Music Appreciation <input type="checkbox"/> Theatre I <input type="checkbox"/> Art I			Visual and Performing Arts ("f") - 10 credits
Academy class covers this. Open Period.					College-prep Elective ("g") - 10 credits
<input type="checkbox"/> Physical Education <input type="checkbox"/> Strength & Cond	<input type="checkbox"/> Physical Education <input type="checkbox"/> Strength & Cond			Physical Education - 20 credits	
<input type="checkbox"/> Life Skills - 1 semester				Life Skills - 5 credits	
Ag. Science I / P	Ag. Science II	Advanced Animal Science	Advanced Plant Science	Elective classes - 100 credits	Academy Pathway



CORCORAN PROGRAM PLAN - Academic Description

1. There will be two cohorts of 22 or 28 students. Pathway students will have at least one CTE class and at least two course classes each year throughout the ninth, 10th, 11th and 12th grade, which will be cohorted and only for pathway students. See programs of study 3.1 A for details.
2. The site principal, assist with the pathway lead, well monitor in progress of the program and maintenance discipline. The pathway lead and principal instructional leader will guide the program as directed by the national academic foundation guidelines.
3. The pathway lead and principal will interact with teachers, parents and students to foster success.
4. The Pathway Lead in principle, with the pathway staff and advisory board, will see curriculum and identify opportunities that will promote career and college readiness.
5. That advisory board/business partner role in the academy is to support pathway programs by:
 - 5.1. Reviewing curriculum to ensure adequate preparation for the workplace.
 - 5.2. Provide work-based learning opportunities for pathway students
 - 5.3. Reviewing program performance and students performance data and recommend changes for improvement
 - 5.4. Offer professional developments in support of pathway teachers
 - 5.5. Assist with fundraising or local resources needed for pathway students.



Mr. Robinson

Intro to Agriculture

2020-2021 Class Syllabus

Contact Info:

Mr. Robinson

milesrobinson@corcoranunified.com

(559) 992-8884

Extension: 6274

Room 7

Course Description:

This course will introduce the student to the FFA and agricultural industries on the local, state, and national levels. Students will be introduced to record keeping, personal leadership skills, California agriculture, animal science, crop science, and various employment opportunities. Field trips and various agriculture related topics are included. Students will learn about the scientific method through an agriscience fair project. FFA & SAE participation is required.

No Cell Phones or Earphones in Class

Consequences

1. Class Warning
2. Individual Warning
3. Phone Confiscated
4. Given to LD



Grade Weights:

- 30% Classwork
- 30% Assessments
- 20% Projects & Labs
- 10% FFA Activities
- 10% SAE Projects

Grade Breakdown:

93% - 100%	=	A
90% - 92%	=	A-
87% - 89%	=	B+
83% - 86%	=	B
80% - 82%	=	B-
77% - 79%	=	C+
73% - 76%	=	C
70% - 72%	=	C-
67% - 69%	=	D+
63% - 66%	=	D
60% - 62%	=	D-
0% - 59%	=	F

We will be utilizing your school issued laptop daily. It is the student's responsibility to arrive in person or virtually with it charged.

DON'T FORGET



Distance Learning Procedures:

- Enter the Zoom Meeting on time and begin your daily Bell Work.
- If you need to use the restroom or step away to help a sibling please send Mr. Robinson a private message in the chat.
- You are expected to have their video on and have your face visible. Failure to do so will result in an absence.
- Please keep yourself on mute unless you have a question or are asked to unmute by Mr. Robinson.
- Wear clothing appropriate for school.

Classroom Procedures:

- Come to class on time and begin your daily Bell Work.
- Students are allowed water in the classroom. All other food and drinks must be discarded before entering class.
- Ask permission to use the restroom and fill out the restroom log.
- Students will not be permitted to leave until the classroom is clean/organized and students are sitting in their assigned seats.

ROBINSON'S TIP!

Your Interactive Notebooks and your AET Record Books are large parts of your grade. It is easy to get behind. Keep focused on these areas. It will pay off in the end!

My Course Policies and Expectations:

RULES



• LATE WORK:

- All assignments will be given a due date. **LATE WORK** will be accepted, however the student will receive an **AUTOMATIC 30% DEDUCTION** from the score they receive.

• NOTEBOOK CHECKS:

- Some assignments will be given out in the form of an **INTERACTIVE DIGITAL NOTEBOOK**. **NOTEBOOK CHECKS** will happen periodically to assess student progress and understanding of content. Students will be required to keep their notebooks organized.
- Students **UNPREPARED** on the day of the notebook check will receive a **ZERO**.
- Notebook checks can be made up for half credit within one week of the check.
- Examples of Notebooks: FFA Unit Notebook and Agriscience Notebook

• FFA ACTIVITIES:

- FFA is an **INTRACURRICULAR** organization and as such, participation in FFA activities is **10%** of your overall grade.
- Students must participate in **5 FFA ACTIVITIES** each semester to receive full credit.

• SAE PROJECTS:

- Just like with activities, **Supervised Agricultural Experience Projects** are an integral part of FFA and agriculture classes. All students enrolled in an agriculture class in the USA are expected to have an SAE project.
- **SAE Projects** are **10%** of your overall grade.
- SAE Projects will be recorded in an online Record Book through AET.
- Examples of SAE Projects: Raising Livestock, Ag Mech Projects, Agriscience Fair Projects, Raising a Garden, Working a Job Relating to Agriculture, and so much more!

• AGRISCIENCE FAIR PROJECTS:

- All students enrolled in Intro to Ag, Animal Science, and Vet Science will be required to have an **Agriscience Fair Project**. This project can count as a student's SAE project or can be in addition to their existing SAE projects.
- The Agriscience Fair project must be recorded in their online Record Book through AET.

• Cheating and Plagiarism:

- Any student(s) caught cheating on a test/quiz or copying any portions of assignments, projects, or lab reports will automatically receive a **ZERO** for that activity with no chance to make it up or receive partial credit. Also, their Learning Director and Parents/Guardians will be notified.

• ABSENCES AND MAKE-UP WORK:

- It is the student's responsibility to check the **Weekly Agenda** and **Google Classroom** for assignments that they have missed.
- A reasonable time period for excused absences will be given to complete assignments for **100% credit**. This will usually be the same number of days they were absent.
- Unexcused late work will receive an **AUTOMATIC DEDUCTION** of **30%**.



COMMONLY USED WEBSITES

CLICK ON THE PICTURE FOR THE LINK



Letter to Parents/Guardians:

Dear Parent/Guardian,

Hello! I am extremely excited that I have the opportunity to have your student in Intro to Agriculture at Corcoran High School. Being enrolled in an agriculture program class means your student will be a member of the National FFA Organization, which is the largest and most successful youth leadership organization in the world! The FFA Organization is an intracurricular part of all agriculture program courses in the United States. The agriculture program consists of three areas: **1)** Classroom/Laboratory instruction, **2)** FFA (leadership) development, and **3)** Supervised Agricultural Experience (SAE) Projects. **You will notice that FFA and SAE are actually part of your child's grade (intracurricular).**

The Corcoran High School Farm is a 120 acre student instructional laboratory. Many students house their SAE projects at the farm laboratory. The SAE Project is similar to homework completed outside of class. During your child's first year in the ag program they will plan their SAE project. The FFA/leadership sector of the program requires each member to be involved in a minimum of at least **five** activities throughout the semester as a graded component. There will be numerous FFA activities throughout the semester that your child may choose from, according to their schedule. Please encourage your student to partake in all activities that are possible. They will truly benefit from these activities and experiences as well as increase their chances of getting into a specific college, obtaining scholarship funds, developing citizenship/leadership skills, and ultimately gaining successful employment.

The Ag program is governed by the State Department of Vocational Education which requires all three areas of the vocational program to work together. **I understand this explanation of the program is very brief so please feel free to reach out to me with any questions or concerns.** Parents and students are encouraged to follow Corcoran FFA on Instagram, Facebook, and Remind to stay up-to-date with our program, upcoming activities, and opportunities. Please click on the pictures below to be taken to each website.

It is my belief that students learn best when they are having fun. I try my best to reach every student through fun, interactive, inquiry based activities that challenge students to think critically and outside of the box. Please make sure you access Aeries ([Click Here](#)) and update your preferences so that you can stay up to date on your student's academic progress.

Thank You!

Miles Robinson



**FOLLOW CORCORAN
FFA ON SOCIAL MEDIA**

CLICK ON THE PICTURE FOR THE LINK



Parent and Student Signatures:

Given the digital nature of this school year, I am asking families to sign the course syllabus digitally. Please follow the URL link below and complete the required information.

I am looking forward to an amazing school year! Together we can overcome the challenges of 2020! Let us be flexible and understanding with each other during this time.

Please let me know if you have any questions.



**[CLICK HERE TO
SIGN SYLLABUS](#)**

****Syllabus subject to change as directed by the need of the instructor, school site, and district.



Mr. Robinson

Animal Science

2020-2021 Class Syllabus

Contact Info:

Mr. Robinson

milesrobinson@corcoranunified.com

(559) 992-8884

Extension: 6274

Room 7

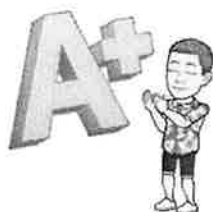
Course Description:

In this course students will learn about the FFA at the local, state, and national levels. Students will be introduced to and explore the livestock industry as a whole and dive deep into specific livestock species. Field trips, in person or virtual, and labs/dissections are planned. Students will continue to gain experience using the scientific method through an agriscience fair project. FFA & SAE participation is required.

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2. Individual Warning
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77% - 79%	=	C+
73% - 76%	=	C
70% - 72%	=	C-
67% - 69%	=	D+
63% - 66%	=	D
60% - 62%	=	D-
0% - 59%	=	F

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RULES



• LATE WORK:

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• FFA ACTIVITIES:

- FFA is an **INTRACURRICULAR** organization and as such, participation in FFA activities is **10%** of your overall grade.
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• AGRISCIENCE FAIR PROJECTS:

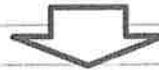
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COMMONLY USED WEBSITES

CLICK ON THE PICTURE FOR THE LINK



Letter to Parents/Guardians:

Dear Parent/Guardian,

Hello! I am extremely excited that I have the opportunity to have your student in **Animal Science** at Corcoran High School. Being enrolled in an agriculture program class means your student will be a member of the National FFA Organization, which is the largest and most successful youth leadership organization in the world! The FFA Organization is an intracurricular part of all agriculture program courses in the United States. The agriculture program consists of three areas: **1)** Classroom/Laboratory instruction, **2)** FFA (leadership) development, and **3)** Supervised Agricultural Experience (SAE) Projects. **You will notice that FFA and SAE are actually part of your child's grade (intracurricular).**

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Thank You!

Miles Robinson



FOLLOW CORCORAN FFA ON SOCIAL MEDIA

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Parent and Student Signatures:

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I am looking forward to an amazing school year! Together we can overcome the challenges of 2020! Let us be flexible and understanding with each other during this time.

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[CLICK HERE TO SIGN SYLLABUS](#)

****Syllabus subject to change as directed by the need of the instructor, school site, and district.



Mr. Robinson Vet Science

2020-2021 Class Syllabus

Contact Info:

Mr. Robinson

milesrobinson@corcoranunified.com

(559) 992-8884

Extension: 6274

Room 7

Course Description:

In this course students will learn about the FFA at the local, state, and national levels. Students will dive deep into topics such as animal anatomy and physiology, genetics, nutrition, diseases, surgical practices, and more. Field trips, in person or virtual, and labs/dissections are planned. Students will continue to gain experience using the scientific method through an agriscience fair project. FFA & SAE participation is required.

**No Cell Phones or
Earphones in Class**

Consequences

1. Class Warning
2. Individual Warning
3. Phone Confiscated
4. Given to LD



Grade Weights:

- 30% Classwork
- 30% Assessments
- 20% Projects & Labs
- 10% FFA Activities
- 10% SAE Projects

Grade Breakdown:

93% - 100%	=	A
90% - 92%	=	A-
87% - 89%	=	B+
83% - 86%	=	B
80% - 82%	=	B-
77% - 79%	=	C+
73% - 76%	=	C
70% - 72%	=	C-
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60% - 62%	=	D-
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FORGET**



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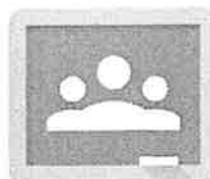
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Thank You!

Miles Robinson



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****Syllabus subject to change as directed by the need of the instructor, school site, and district.



Mrs. Granicy-Bognuda Floral Design

2020-2021 Class Syllabus

Contact Info:

Mrs. Granicy-Bognuda

viktoriagranicy@corcoranunified.com

(559) 992-8884

Extension: 6281

AG Shop

Course Description:

The Art of History of Floral Design is a fine arts credit course with an emphasis on application of art applied through the medium of floral design. This course is designed to teach and familiarize students with introductory floral skills to prepare for an entry level position in the floral industry. In addition to floral arts and history each student will explore the principles of leadership including group presentations, individual presentations, and leadership styles to develop their leadership skills. FFA & SAE participation is required.

**No Cell Phones or
Earphones in Class**

Consequences

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A+



Grade Weights:

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2020-2021 Class Syllabus

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viktoriagranicy@corcoranunified.com

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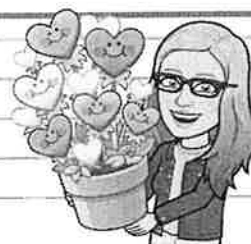
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Thank You!

Viktorina
Granic-Bognuda



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FFA ON SOCIAL MEDIA**

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Mrs. Granicy-Bognuda

Agriculture Mechanics 1

2020-2021 Class Syllabus

Contact Info:

Mrs. Granicy-Bognuda

viktoriagranicy@corcoranunified.com

(559) 992-8884

Extension: 6281

AG Shop

Course Description:

This course is designed to give students a broad introduction to the Ag. Mechanics industry and industry practices. The course is designed to give an introduction to careers, safety, ag. construction and fabrication, and FFA. Proper skills involving hand tools, power tools, and safety will be stressed. Students are apart of FFA, participation is required. Students are also required to have an SAE project for this class.

Grade Breakdown:

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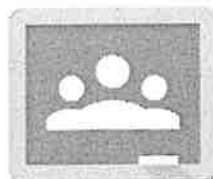
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Hello! I am extremely excited that I have the opportunity to have your student in **Agriculture Mechanics 1** Aat Corcoran High School. Being enrolled in an agriculture program class means your student will be a member of the National FFA Organization, which is the largest and most successful youth leadership organization in the world! The FFA Organization is an intracurricular part of all agriculture program courses in the United States. The agriculture program consists of three areas: **1)** Classroom/Laboratory instruction, **2)** FFA (leadership) development, and **3)** Supervised Agricultural Experience (SAE) Projects. **You will notice that FFA and SAE are actually part of your child's grade (intracurricular).**

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The Ag program is governed by the State Department of Vocational Education which requires all three areas of the vocational program to work together. **I understand this explanation of the program is very brief so please feel free to reach out to me with any questions or concerns.** Parents and students are encouraged to follow Corcoran FFA on Instagram, Facebook, and Remind to stay up-to-date with our program, upcoming activities, and opportunities. Please click on the pictures below to be taken to each website.

It is my belief that students learn best when they are having fun. I try my best to reach every student through fun, interactive, inquiry based activities that challenge students to think critically and outside of the box. Please make sure you access Aeries ([Click Here](#)) and update your preferences so that you can stay up to date on your students academic progress.

Thank You!

Viktorina
Granicy-Bognuda



**FOLLOW CORCORAN
FFA ON SOCIAL MEDIA**

CLICK ON THE PICTURE FOR THE LINK



Parent and Student Signatures:

Given the digital nature of this school year, I am asking families to sign the course syllabus digitally. Please follow the URL link below and complete the required information.

I am looking forward to an amazing school year! Together we can overcome the challenges of 2020! Let us be flexible and understanding with each other during this time.

Please let me know if you have any questions.



**CLICK HERE TO
SIGN SYLLABUS**

****Syllabus subject to change as directed by the need of the instructor, school site, and district.



Mrs. Granicy-Bognuda

Agriculture Mechanics 2

2020-2021 Class Syllabus

Contact Info:

Mrs. Granicy-Bognuda

viktoriagranicy@corcoranunified.com

(559) 992-8884

Extension: 6281

AG Shop

Course Description:

This course is designed to give students a basic understanding of fabrication, construction principles, and basic engineering. In addition, advanced techniques in MIG (GMAW), TIG (GTAW), Stick (SMAW) and oxy-acetylene welding, cutting will be stressed. Additionally, electrical principles and skills will be continued from their Ag Mech 1 experience. Students will fabricate a medium sized project (barbecue pit) to practice their skills and further their problem solving abilities. Students are apart of FFA, participation is required. Students are also required to have an SAE project for this class.

No Cell Phones or Earphones in Class

Consequences

1. Class Warning
2. Individual Warning
3. Phone Confiscated
4. Given to LD



A+



Grade Weights:

- 30% Classwork
- 30% Assessments
- 20% Projects & Labs
- 10% FFA Activities
- 10% SAE Projects

Grade Breakdown:

93% - 100%	=	A
90% - 92%	=	A-
87% - 89%	=	B+
83% - 86%	=	B
80% - 82%	=	B-
77% - 79%	=	C+
73% - 76%	=	C
70% - 72%	=	C-
67% - 69%	=	D+
63% - 66%	=	D
60% - 62%	=	D-
0% - 59%	=	F

We will be utilizing your school issued laptop daily. It is the student's responsibility arrive in person or virtually with it charged.

Classroom Procedures:

- Come to class on time and begin your daily Bell Work.
- Students are allowed water in the classroom. All other food and drinks must be discarded before entering class.
- Ask permission to use the restroom and fill out the restroom log.
- Students will not be permitted to leave until the classroom is clean/organized and students are sitting in their assigned seats.

Distance Learning Procedures:

- Enter the Zoom Meeting on time and begin your daily Bell Work.
- If you need to use the restroom or step away to help a sibling please send Mrs. Bognuda a private message in the chat.
- You are expected to have their video on and have their face visible. Failure to do so will result in an absence.
- Please keep yourself on mute unless you have a question or are asked to unmute by Mrs. Bognuda.
- Wear clothing appropriate for school.

BOGNUDA'S TIP!

Your Interactive Notebooks and your AET Record Books are large parts of your grade. It is easy to get behind. Keep focused on these areas. It will pay off in the end!



My Course Policies and Expectations:



- **LATE WORK:**

- All assignments will be given a due date. **LATE WORK** will be accepted, however the student will receive an **AUTOMATIC 30% DEDUCTION** from the score they receive.

- **NOTEBOOK CHECKS:**

- Some assignments will be given out in the form of an **INTERACTIVE DIGITAL NOTEBOOK**. **NOTEBOOK CHECKS** will happen periodically to assess student progress and understanding of content. Students will be required to keep their notebooks organized.
- Students **UNPREPARED** on the day of the notebook check will receive a **ZERO**.
- Notebook checks can be made up for half credit within one week of the check.
- **Examples of Notebooks:** FFA Unit Notebook and Ag Mech 2 Notebook



- **FFA ACTIVITIES:**

- FFA is an **INTRACURRICULAR** organization and as such, participation in FFA activities is 10% of your overall grade.
- Students must participate in **5 FFA ACTIVITIES** each semester to receive full credit.

- **SAE PROJECTS:**

- Just like with activities, **Supervised Agricultural Experience Projects** are an integral part of FFA and agriculture classes. All students enrolled in an agriculture class in the USA are expected to have an SAE project.
- **SAE Projects** are 10% of your overall grade.
- SAE Projects will be recorded in an online Record Book through AET.
- **Examples of SAE Projects:** Raising Livestock, Ag Mech Projects, Agriscience Fair Projects, Raising a Garden, Working a Job Related to Agriculture, and so much more!



- **Cheating and Plagiarism:**

- Any student(s) caught cheating on a test/quiz or copying any portions of assignments, projects, or lab reports will automatically receive a **ZERO** for that activity with no chance to make it up or receive partial credit. Also, their Learning Director and Parents/Guardians will be notified.



- **ABSENCES AND MAKE-UP WORK:**

- It is the student's responsibility to check the **Weekly Agenda** and **Google Classroom** for assignments that they have missed.
- A reasonable time period for excused absences will be given to complete assignments for 100% credit. This will usually be the same number of days they were absent.
- Unexcused late work will receive an **AUTOMATIC DEDUCTION** of 30%.



COMMONLY USED WEBSITES

CLICK ON THE PICTURE FOR THE LINK



Letter to Parents/Guardians:

Dear Parent/Guardian,

Hello! I am extremely excited that I have the opportunity to have your student in Agriculture Mechanics 2 at Corcoran High School. Being enrolled in an agriculture program class means your student will be a member of the National FFA Organization, which is the largest and most successful youth leadership organization in the world! The FFA Organization is an intracurricular part of all agriculture program courses in the United States. The agriculture program consists of three areas: **1) Classroom/Laboratory instruction, 2) FFA (leadership) development, and 3) Supervised Agricultural Experience (SAE) Projects.** **You will notice that FFA and SAE are actually part of your child's grade (intracurricular).**

The Corcoran High School Farm is a 120 acre student instructional laboratory. Many students house their SAE projects at the farm laboratory. The SAE Project is similar to homework completed outside of class. During your child's first year in the ag program they will plan their SAE project. The FFA/leadership sector of the program requires each member to be involved in a minimum of at least five activities throughout the semester as a graded component. There will be numerous FFA activities throughout the semester that your child may choose from, according to their schedule. Please encourage your student to partake in all activities that are possible. They will truly benefit from these activities and experiences as well as increase their chances of getting into a specific college, obtaining scholarship funds, developing citizenship/leadership skills, and ultimately gaining successful employment.

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Thank You!

Viktoria
Granicy-Bognuda



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Parent and Student Signatures:

Given the digital nature of this school year, I am asking families to sign the course syllabus digitally. Please follow the URL link below and complete the required information.

I am looking forward to an amazing school year! Together we can overcome the challenges of 2020! Let us be flexible and understanding with each other during this time.

Please let me know if you have any questions.



**CLICK HERE TO
SIGN SYLLABUS**

****Syllabus subject to change as directed by the need of the instructor, school site, and district.

CLASS SYLLABUS

Course Title: Introduction to Fabrication

Instructor: Mr. Newby

Grade Level: 11

e-mail: dustinnewby@corcoranunified.com

Elective/Required: Elective

Length/Credits: 1 year

Prerequisites: Ag Mech 1&2

Change in Class/Shop Operations

Charges will be assigned to students accounts through the school in several ways:

1. When a student starts a project they will be required to complete a **Bill of Materials**, which the student will pay for the cost of materials to take home. The Bill of Materials will be signed by a parent or guardian and returned to the instructor before any materials are purchased. (**NOTE:** As much materials as possible will be donated from various local business to keep project cost down.)
2. Projects completed in the class will require the student to pay a consumable (shielding gas, filler metal etc.) fee of **15%** for the projects completed in this class.
3. Students will be required to pay for project before anything is taken home.

Course Description:

This course is designed to give students a foundation in the metal fabrication shop. Correct use of materials, tools and safety will be a heavy influence in the class. The students will be using techniques in cold and hot metal work to complete projects.

School expectations and rules: All rules placed by Corcoran High School and Corcoran Unified School District is expected to be followed by the student.

Safety: Safety is an integral part of the shop and classroom. If a student does not follow safety, depending on the situation or repeated offenses, the student will be disciplined accordingly. **If a student willfully, or consistently accidentally, breaks safety expectations, the student will be removed from the class and be given bookwork for the rest of the semester or depending on the infraction two units of study from the textbooks before he/she is allowed in the shop (ex. Unit 1 section 1-3 AND Unit 2 section 1-3, may be more, may be less depending on the unit.)**

Daily Work Journals:

Students are expected to fill a detailed daily journal and they must include the state standard.. Students are given a classroom binder to keep the journals in and the journals will be completed at the end of each month. Each day is worth 5 points. A student will lose points if he/she does not dress accordingly to work in the shop (no closed toe shoes, shorts, etc.), unexcused absence, safety violation, is not detailed enough or include the state standard, etc.

FFA Participation:

Students enrolled in an agriculture class are expected to participate in FFA activities. This can include meetings, conventions, judging teams, fundraising, participation in charity events, involvement in parades, set up in any activity, etc.

Supervised Agricultural Experience:

A key component of Agricultural classes is a students supervised agricultural experience project. During the school year the student is expected to complete a project in the fall and a project in the spring. With semester projects, students will have a monthly recordbook check.

Fall SAE Project: Student will explore different FFA SAEs and will develop a report that will include pictures **with the student in the pictures**

Spring SAE project: All students will complete a trifold that will include the fall semesters experiences on it, average weekly hours, and goals of the project.

Supplementary Texts: Welding Principles and Applications (4th edition) and Agricultural Mechanics (7th edition). Other texts from welding companies may be used.

Instructional Methods:

Instructional methods will include; lectures, demonstrations, class discussion, visual aids, laboratory practice, speakers/guest, practical application of shop practices.

Assessment and Evaluations:

A. Written tests and weekly quizzes

B. Daily work and cleanup

C. Grading of all materials as completed, such as completed write up of troubleshooting an engine, completion of proficiency welds, completion of textbook assignments, etc. after successful completion of each project. If a project is not completed during the time allowed a student may work on their project before or after school with prior permission from the instructor.

This does not imply a student will be able to complete a project or be excused from a project in the case the instructor is not available before or after school. There is more than enough time to complete all projects in class.

D. FFA is inter-curricular and an important part of any Agricultural Class, participation is an important part of your grade. (Entering shop projects at the County Fair, attending lunch FFA meetings, attending FFA activities, participation on judging teams, FFA Record books, etc.)

E. Supervised Agricultural experience reports.

Grading Policy:

Tests and Quizzes	=	10% of total grade.
Projects and Daily Participation	=	75% of total grade
FFA Participation	=	10% of total grade
SAE	=	5% of total grade

Grading Scale:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Pacing Guide

Semester 1

Week 1: Syllabus, Rules, and Expectations

Week 2: Safety

Week 3: Safety

Week 4: SAE Semester Project

Week 5: Welding Proficiencies (GMAW and SMAW)

Week 6: Welding Proficiencies (GMAW and SMAW)

Week 7: Welding Proficiencies (GMAW and SMAW)

Week 8: Welding Proficiencies (GMAW and SMAW)

Week 9: Welding Proficiencies (GMAW and SMAW)

Week 10: Welding Proficiencies (GMAW and SMAW)

Week 11: Welding Proficiencies (GMAW and SMAW)

Week 12: Welding Proficiencies (GMAW and SMAW)

Week 13: Welding Proficiencies (TIG and Oxy-Acetelyne)

Week 14: Welding Proficiencies (TIG and Oxy-Acetelyne)

Week 15: Welding Proficiencies (TIG and Oxy-Acetelyne)

Week 16: Welding Proficiencies (TIG and Oxy-Acetelyne)

Week 17: Welding Proficiencies (TIG and Oxy-Acetelyne)

Week 18: Welding Proficiencies (TIG and Oxy-Acetelyne) and shop clean up.

Semester 2

Week 1: Rules, Expectations, and Safety.

Week 2: Project 1 - Stool

Week 3: Project 1

Week 4: Project 1

Week 5: Project 1

Week 6: Project 1

Week 7: Project 2 - TIG Pressure Box

Week 8: Project 2

Week 9: Project 3 - Saw Horse

Week 10: Project 3

Week 11: Project 3

Week 12: Project 3

Week 13: Project 3

Week 14: Self Projects

Week 15: Self Projects

Week 16: Self Projects

Week 17: Self Projects

Week 18: Shop Clean up

Note Subject to change

Any questions? Please contact me at dustinnewby@corcoranunified.com

Please sign and return:

I am aware of what is expected for the Art Metal class and I understand that if not completed my grade **will** be affected.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

CLASS SYLLABUS

Course Title: Art Metal

Instructor: Mr. Newby

Grade Level: 12

e-mail: dustinnewby@corcoranunified.com

Elective/Required: Elective

Length/Credits: 1 year

Prerequisites: Ag Mech 1, Ag Mech 2, and Intro to Fabrication

Change in Class/Shop Operations

Charges will be assigned to students accounts through the school in several ways:

1. When a student starts a project they will be required to complete a **Bill of Materials**, which the student will pay for the cost of materials to take home. The Bill of Materials will be signed by a parent or guardian and returned to the instructor before any materials are purchased. (**NOTE:** As much materials as possible will be donated from various local business to keep project cost down.)
2. Projects completed in the class will require the student to pay a consumable (shielding gas, filler metal, etc.) fee of **15%** for the projects completed in this class.
3. Students will be required to pay for project before anything is taken home.

Course Description:

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Fall Semester Project:

Students will complete a working portfolio. This **will** be completed on google docs and the various parts will be due during the semester at grade quarters. The project will include a title page, table of contents, resume, letter of introduction, letter of recommendation (no family members and no ag teachers may be used), and 3 examples of work with captions. The completed portfolio will be due at the end of the fall semester. This will be worth 100 project points.

Spring Semester Project:

Students will complete a medium to large project and will provide the correct documentation for the completed project along with an updated portfolio that includes new work examples. The other documentation includes a bill of materials and drawn plan. The entire project is worth 250 points (Project 100, bill of materials 50, drawn plan 50, and updated portfolio 50.) If a student

does not complete this project the absolute best a student can get in the class is a C. That includes getting a 100% on FFA Participation, the SAE projects and work journals.

Daily Work Journals:

Students are expected to fill a detailed daily journal and they must include the state standard.. Students are given a classroom binder to keep the journals in and the journals will be completed at the end of each month. Each day is worth 5 points. A student will lose points if he/she does not dress accordingly to work in the shop (no closed toe shoes, shorts, etc.), unexcused absence, safety violation, is not detailed enough or include the state standard, etc.

FFA Participation:

Students enrolled in an agriculture class are expected to participate in FFA activities. This can include meetings, conventions, judging teams, fundraising, participation in charity events, involvement in parades, set up in any activity, etc.

Supervised Agricultural Experience:

A key component of Agricultural classes is a students supervised agricultural experience project. During the school year the student is expected to complete a project in the fall and a project in the spring. With semester projects, students will have a monthly recordbook check.

Fall SAE Project: Student will explore different FFA SAEs and will develop a report that will include pictures with the student in the pictures

Spring SAE project: All students will complete a trifold that will include the fall semesters experiences on it, average weekly hours, and goals of the project.

Supplementary Texts: Welding Principles and Applications (4th edition) and Agricultural Mechanics (7th edition). Other texts from welding companies may be used.

Instructional Methods:

Instructional methods will include; lectures, demonstrations, class discussion, visual aids, laboratory practice, speakers/guest, practical application of shop practices.

Assessment and Evaluations:

A. Written tests and weekly quizzes

B. Daily work and cleanup

C. Grading of all materials as completed, completion of proficiency welds, completion of textbook assignments, etc. after successful completion of each project. If a project is not completed during the time allowed a student may work on their project before or after school with prior permission from the instructor. ***This does not imply a student will be able to complete a project or be excused from a project in the case the instructor is not available before or after school. There is more than enough time to complete all projects in class.***

D. FFA is inter-curricular and an important part of any Agricultural Class, participation is an important part of your grade. (Entering shop projects at the County Fair, attending lunch FFA meetings, attending FFA activities, participation on judging teams, FFA Record books, etc.)

E. Supervised Agricultural experience reports.

Grading Policy:

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Projects and Daily Participation	=	75% of total grade
FFA Participation	=	10% of total grade
SAE	=	5% of total grade

Grading Scale:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Pacing Guide:**Semester 1**

Week 1: Syllabus, Rules, and Expectations

Week 2: Safety

Week 3: SAE Semester Project and Portfolio Project explanations

Week 4: Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 5: Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 6: SAE 1 due, Portfolio 1 due, Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 7: Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 8: Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 9: Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 10: Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 11: Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 12: SAE 2 due, Portfolio 2 due, Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 13: Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 14: Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 15: Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 16: Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 17: Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.)

Week 18: Final SAE Project due, Portfolio Project Due, Welding Proficiencies (MIG, ARC, TIG, and Oxy-Acetelyne.) Shop Clean up

Semester 2

Week 1: Rules, Expectations, SAE project and Semester Project

Week 2: Safety

Week 3: Project design

Week 4: Project design

Week 5: Project design
Week 6: Project design
Week 7: Project fabrication
Week 8: Project fabrication
Week 9: Project fabrication
Week 10: Project fabrication
Week 11: Project fabrication
Week 12: Project fabrication
Week 13: Project fabrication
Week 14: Project Fabrication
Week 15: Project Fabrication
Week 16: Project Fabrication
Week 17: Project Fabrication
Week 18: Project Fabrication, SAE Project due, and Semester Project due
Note Subject to change.

Any questions? Please contact me at dustinnewby@corcoranunified.com

Please sign and return:

I am aware of what is expected for the Art Metal class and I understand that if not completed my grade will be affected.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

CLASS SYLLABUS

Course Title: Agricultural Mechanics 2

Instructor: Mr. Newby

Grade Level: 9-12

e-mail: dustinnewby@corcoranunified.com

Elective/Required: Elective

Prerequisites: Ag Mechanics 1

Course Description:

This course is designed to give students a basic understanding of fabrication, construction principles, and basic engineering. In addition, advanced techniques in MIG (GMAW), TIG (GTAW), Stick (SMAW) and oxy-acetylene welding, cutting will be stressed. Additionally, electrical principles and skills will be continued from their Ag Mech 1 experience. Student will fabricate a medium sized project (barbecue pit) to practice their skills and further their problem solving abilities.

Safety: Safety is an integral part of the shop and classroom. If a student does not follow safety, depending on the situation or repeated offenses, the student will be disciplined accordingly

Daily Work Journals:

Students are expected to fill a detailed daily journal and they must include the state standard. Students are given a classroom binder to keep the journals in and the journals will be completed at the end of each month. Each day is worth 5 points. A student will lose points if he/she does not dress accordingly to work in the shop (no closed toe shoes, shorts, etc.), unexcused absence, safety violation, is not detailed enough or include the state standard, etc.

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A key component of Agricultural classes is a students supervised agricultural experience project. During the school year the student is expected to complete a project in the fall and a project in the spring. With semester projects, students will have a monthly recordbook check.

Fall SAE Project: Student will explore different FFA SAEs and will develop a report that will include pictures with the student in the pictures

Spring SAE project: All students will complete a trifold that will include the fall semesters experiences on it, average weekly hours, and goals of the project.

Supplementary Texts: Agricultural Mechanics (7th edition) and Welding Principles and Applications (4th edition). Other supplemental textbooks can be used.

Instructional Methods:

Instructional methods will include; lectures, demonstrations, class discussion, visual aids, laboratory practice, speakers/guest, practical application of shop practices.

Assessment and Evaluations:

A. Written tests and weekly quizzes

B. Daily work and cleanup

C. Grading of all materials as completed, such as completed write up of troubleshooting an engine, completion of proficiency welds, completion of textbook assignments, etc. after successful completion of each project. If a project is not completed during the time allowed a student may work on their project before or after school with prior permission from the instructor.

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E. Supervised Agricultural experience reports.

Grading Policy:

Tests and Quizzes	=	10% of total grade.
SAE Project	=	10% of total grade.
FFA Participation	=	10% of total grade.
Projects and Daily Participation	=	70% of total grade

Grading Scale:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Semester 1:

Week 1: Rules, Expectations, and Syllabus

Week 2: Safety (Small Gas Engines)

Week 3: Safety

Week 4: SAE Semester Project

Week 5: Part ID, Engine Components, Theory

Week 6: Part ID, Engine Components, Theory

Week 7: Part ID Engine Disassembly

Week 8: Part ID Engine Disassembly

Week 9: Part ID Engine Disassembly

Week 10: Part ID Part Measuring (micrometer)

Week 11: Part ID Part Measuring (micrometer)

Week 12: Part Labeling

Week 13: Part Labeling

Week 14: Engine Assembly
Week 15: Engine Assembly
Week 16: Engine Assembly
Week 17: Engine Assembly, Start up, Troubleshooting
Week 18: Engine Assembly, Start up, Troubleshooting, Clean up

Semester 2:

Week 1: Rules, Expectations
Week 2: Safety (Welding)
Week 3: Safety
Week 4: Welding pad
Week 5: Welding pad
Week 6: SMAW proficiencies (6011)
Week 7: SMAW proficiencies (6011)
Week 8: SMAW proficiencies (6011)
Week 9: SMAW proficiencies (6011)
Week 10: SMAW proficiencies (6011)
Week 11: SMAW proficiencies (6011)
Week 12: SMAW proficiencies (6011)
Week 13: SMAW proficiencies (7018)
Week 14: SMAW proficiencies (7018)
Week 15: SMAW proficiencies (7018)
Week 16: SMAW proficiencies (7018)
Week 17: SMAW proficiencies (7018)
Week 18: SMAW Final and shop clean up.

Any questions? Please contact me at dustinnewby@corcoranunified.com

Please sign and return:

I am aware of what is expected for the Art Metal class and I understand that if not completed my grade will be affected.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Program Completion Standards

Certificate of Completion Rubric

Employable Skills Certificate

Student Name _____

Evaluate the student using the rubric below. Check the appropriate number to indicate the degree of competency. Any students that receive a 1 or 2 cannot receive certificates of completion.

Rating Scale

4- Skilled

3- Moderately Skilled

2- Limited Skills

1- No Exposure

NA- Not Applicable

Employable Skills

Score

- _____ Time Management
- _____ Appropriate Attire and Language
- _____ Positive Attitude
- _____ Communication Skills
- _____ Writing Skills
- _____ Works Well Independently
- _____ Works Well in a Team
- _____ Accepts and utilizes criticism
- _____ Helpful
- _____ Motivated
- _____ Follow Instructions/ Procedures
- _____ Computer Skills
- _____ Attendance
- _____ Project Commitment and Completion

Evaluators Name _____

Evaluators Signature _____ Date _____

Certificate of Completion Rubric

Floral Design Certificate

Student Name _____

Evaluate the student using the rubric below. Check the appropriate number to indicate the degree of competency. Any students that receive a 1 or 2 cannot receive certificates of completion.

Rating Scale

4- Skilled

3- Moderately Skilled

2- Limited Skills

1- No Exposure

NA- Not Applicable

Floral Design Skills

Score

- _____ Importance of Industry
- _____ Knowledge of Principals and Elements of Design
- _____ Corsage Construction
- _____ Arrangement Construction
- _____ Identification of tools of design
- _____ Flower and Foliage Identification
- _____ Flower and Plant Care and Handling
- _____ Floral Design Concepts
- _____ Color Schemes and Harmony
- _____ Understanding Emotions in Design
- _____ Career Opportunities
- _____ Wedding Design
- _____ Ability to tape, wire and glue
- _____ Bow Making
- _____ Care of Floral Cooler

Evaluators Name _____

Evaluators Signature _____ Date _____

Certificate of Completion Rubric
Animal Science Skills Certificate

Student Name _____

Evaluate the student using the rubric below. Check the appropriate number to indicate the degree of competency. Any students that receive a 1 or 2 cannot receive certificates of completion.

Rating Scale

4- Skilled

3- Moderately Skilled

2- Limited Skills

1- No Exposure

NA- Not Applicable

Animal Science Skills

Score

- _____ Beef Production and Management
- _____ Sheep Production and Management
- _____ Swine Production and Management
- _____ Goat Production and Management
- _____ Dairy Production and Management
- _____ Poultry Production and Management
- _____ Horse Production and Management
- _____ Domestication
- _____ Anatomy of Livestock
- _____ Basic Disease Knowledge
- _____ Basic Nutrition Knowledge
- _____ Knowledge of Medicine Labels
- _____ Use of a syringe with all different type of shots

Evaluators Name _____

Evaluators Signature _____ **Date** _____

Certificate of Completion Rubric

Veterinary Science Skills Certificate

Student Name _____

Evaluate the student using the rubric below. Check the appropriate number to indicate the degree of competency. Any students that receive a 1 or 2 cannot receive certificates of completion.

Rating Scale

4- Skilled

3- Moderately Skilled

2- Limited Skills

1- No Exposure

NA- Not Applicable

Veterinary Science Skills

Score

_____ Anatomy and Physiology in all Species

_____ Reproductive Practices

_____ Disease and Health Management

_____ Perform Injections

_____ Perform Livestock Management Practices- Castration, Docking,
Dehorning

_____ Knowledge of Animal Identification.

_____ Identification of Common Surgical Tools

_____ Proper handling and restraint of animals

_____ Basic laboratory procedures

_____ Normal animal vitals

_____ Measuring and storing pharmaceuticals

_____ Breed identification

Evaluators Name _____

Evaluators Signature _____ Date _____

Certificate of Completion Rubric

Plant Science Skills Certificate

Student Name _____

Evaluate the student using the rubric below. Check the appropriate number to indicate the degree of competency. Any students that receive a 1 or 2 cannot receive certificates of completion.

Rating Scale

4- Skilled

3- Moderately Skilled

2- Limited Skills

1- No Exposure

NA- Not Applicable

Plant Science Skills

Score

- _____ Anatomy and Function of Leaf
- _____ Anatomy and function of flowers
- _____ Sexual propagation methods
- _____ Asexual propagation methods
- _____ Greenhouse management
- _____ Pest management
- _____ Genetic engineering
- _____ Disease management
- _____ Anatomy and function of Plant Systems
- _____ Weed Identification
- _____ Hand and Power Tools
- _____ Water Management
- _____ Media, Nutrients and Fertilizer

Evaluators Name _____

Evaluators Signature _____ Date _____

Certificate of Completion Rubric

Agricultural Science Skills Certificate

Student Name _____

Evaluate the student using the rubric below. Check the appropriate number to indicate the degree of competency. Any students that receive a 1 or 2 cannot receive certificates of completion.

Rating Scale

4- Skilled

3- Moderately Skilled

2- Limited Skills

1- No Exposure

NA- Not Applicable

Agricultural Science Skills

Score

- _____ Knowledge of California Agriculture
- _____ Knowledge of San Joaquin County Agriculture
- _____ Record Keeping and Accounting Practice
- _____ Knowledge of FFA Recordbook
- _____ Knowledge of FFA History
- _____ Identify the 6 FFA Regions in California
- _____ Basic Knowledge of Plant Science
- _____ Basic Knowledge of Animal Science
- _____ Introduction to Soil Science
- _____ Basic Leadership Skills
- _____ Procedures to properly run a meeting

Evaluators Name _____

Evaluators Signature _____ Date _____

Certificate of Completion Rubric

Basic Agriculture Mechanics Skills Certificate

Student Name _____

Evaluate the student using the rubric below. Check the appropriate number to indicate the degree of competency. Any students that receive a 1 or 2 cannot receive certificates of completion.

Rating Scale

4- Skilled

3- Moderately Skilled

2- Limited Skills

1- Little skill

NA- Not Applicable

Basic Agriculture Mechanics Skills

Score

- _____ Shop Safety and PPE Use
- _____ Knowledge of Electric Tools and Equipment
- _____ Operation of Arc Welder
- _____ Operation of Oxy-Acetylene cutting torch
- _____ Accurately take Measurements and Calculations
- _____ Basic residential Electrical Circuits
- _____ Hand tool usage
- _____ Portable power tool safety
- _____ Project Design and Layout
- _____ Woodworking
- _____ Material Identification
- _____ Concrete and Masonry
- _____ Plumbing and Irrigation
- _____ Cold Metal/sheet metal Fabrication

Evaluators Name _____

Evaluators Signature _____ Date _____

Certificate of Completion Rubric

Power Mechanics Skills Certificate

Student Name _____

Evaluate the student using the rubric below. Check the appropriate number to indicate the degree of competency. Any students that receive a 1 or 2 cannot receive certificates of completion.

Rating Scale

4- Skilled

3- Moderately Skilled

2- Limited Skills

1- Little skill

NA- Not Applicable

Power Mechanics

Score

- _____ Shop Safety and PPE Use
- _____ Internal Combustion theory
- _____ Hand tool Identification
- _____ Use of service manuals
- _____ Accurately take Measurements and Calculations
- _____ Precision measurement skills
- _____ Electrical Motors and controls
- _____ Multi-meter use/ electrical troubleshooting
- _____ Small engine parts ID
- _____ Gear/belt ratios

Evaluators Name _____

Evaluators Signature _____ Date _____

Certificate of Completion Rubric

Ag Wood Skills Certificate

Student Name _____

Evaluate the student using the rubric below. Check the appropriate number to indicate the degree of competency. Any students that receive a 1 or 2 cannot receive certificates of completion.

Rating Scale

4- Skilled

3- Moderately Skilled

2- Limited Skills

1- Little skill

NA- Not Applicable

Ag Wood Skills

Score

_____ Shop Safety and PPE Use

_____ Accurately take Measurements and make calculations

_____ 5 basic joints

_____ Hand tool usage

_____ Portable power tool usage

_____ Calculation of board feet

_____ Blueprint interpretation

_____ Material Identification

_____ Framing construction

_____ Cabinetry construction

_____ Sanding/finishing

_____ Time and quality management

Evaluators Name _____

Evaluators Signature _____ Date _____

Certificate of Completion Rubric

Ag Welding Skills Certificate

Student Name _____

Evaluate the student using the rubric below. Check the appropriate number to indicate the degree of competency. Any students that receive a 1 or 2 cannot receive certificates of completion.

Rating Scale

- 4- Skilled
- 3- Moderately Skilled
- 2- Limited Skills
- 1- Little skill

Ag Welding Skills

Score

- _____ Shop safety and PPE Use
- _____ Metal & Weld Preparation
- _____ Measurement and Fabrication math/Geometry
- _____ Mechanical Drafting skills
- _____ Blueprint interpretation
- _____ Material Identification
- _____ Cold Metal Fabrication
- _____ Oxy Fuel Welding
- _____ Shielded Metal Arc Welding Process
- _____ Gas Metal Arc Welding Process
- _____ Flux Cored Arc Welding Process
- _____ Gas Tungsten Arc Welding Process
- _____ Plasma Arc Cutting Process
- _____ CNC Plasma Operation
- _____ Sheet Metal Shear
- _____ Sheet Metal Brake
- _____ Iron Worker Usage
- _____ Angle Grinder/ Metal Finishing
- _____ Tubing Bender usage
- _____ Metal Lathe
- _____ Milling Machine

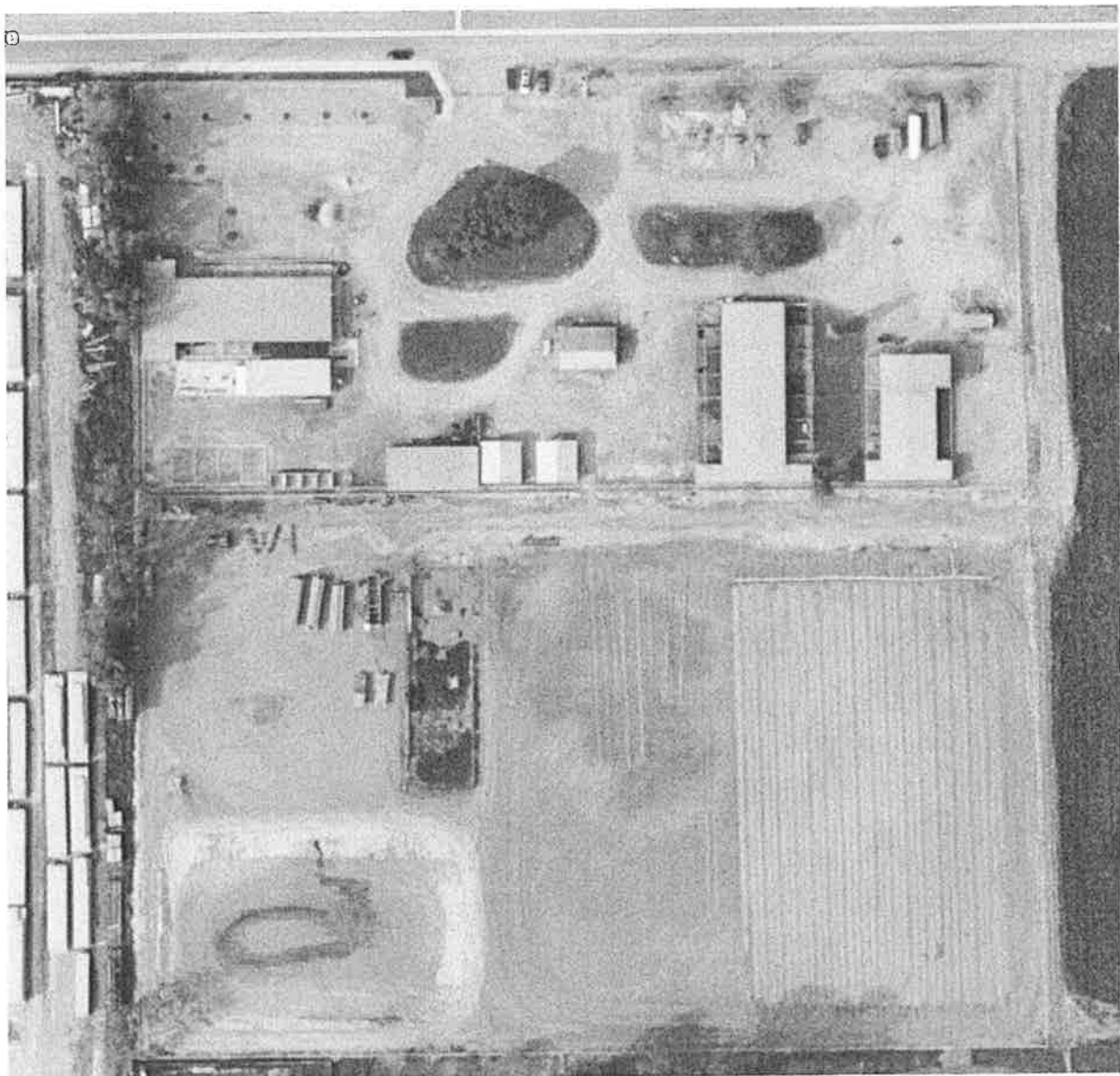
Evaluators Name _____

Evaluators Signature _____ Date _____

Description of Facilities and Major Equipment

Corcoran Unified School District Farm

Livestock Farm

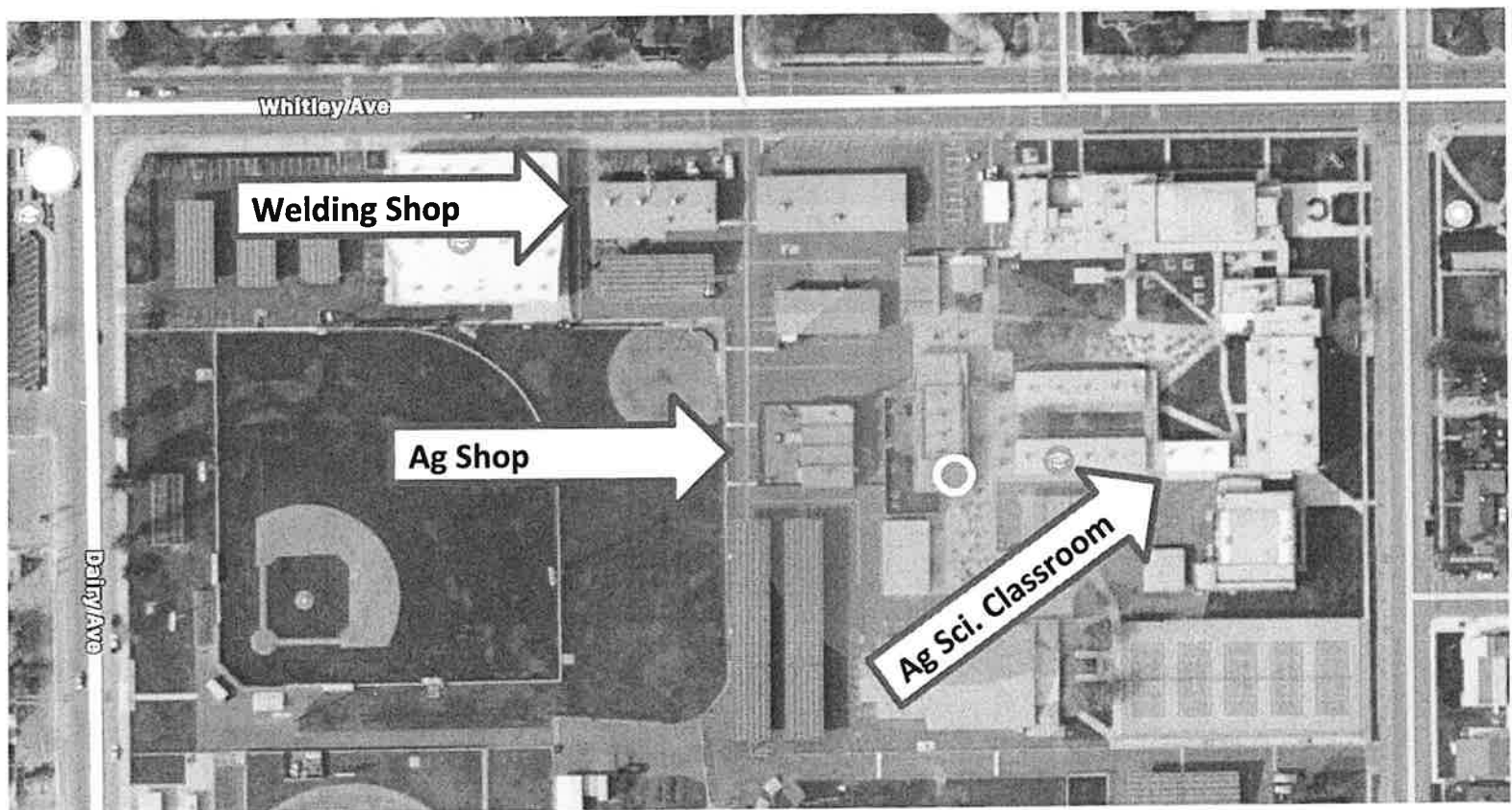


Corcoran Unified School District Farm

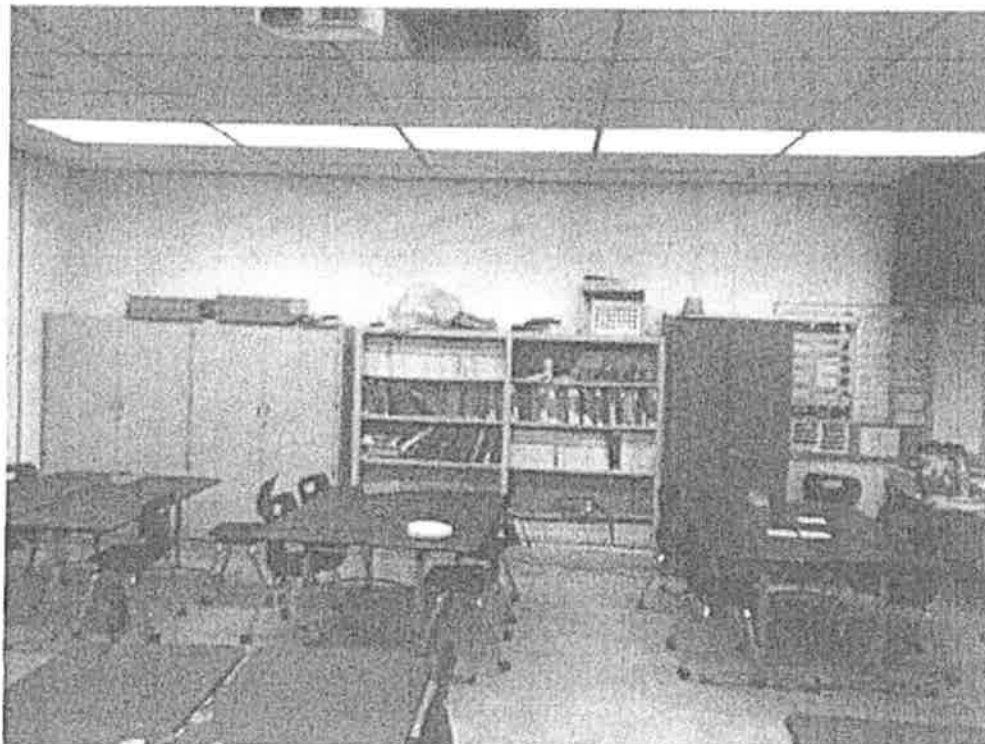
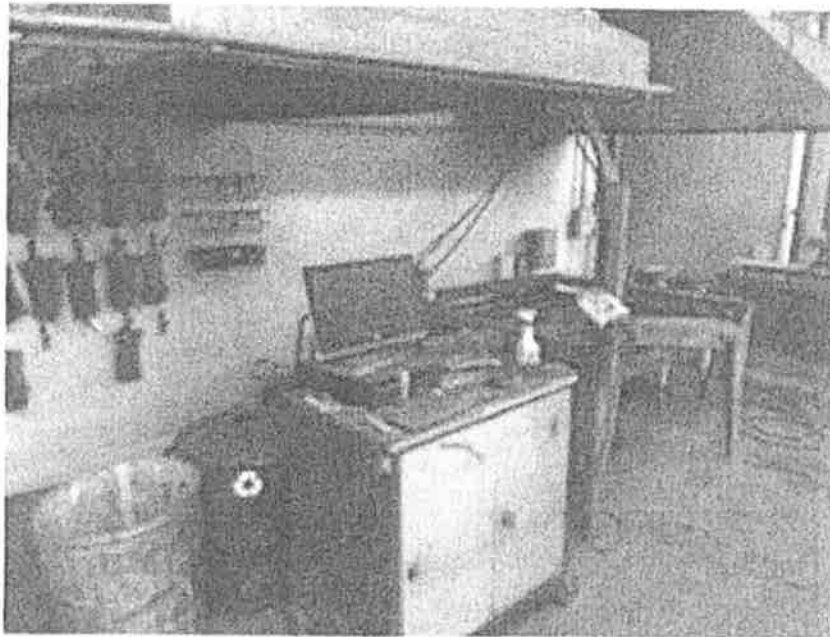
Production Farm

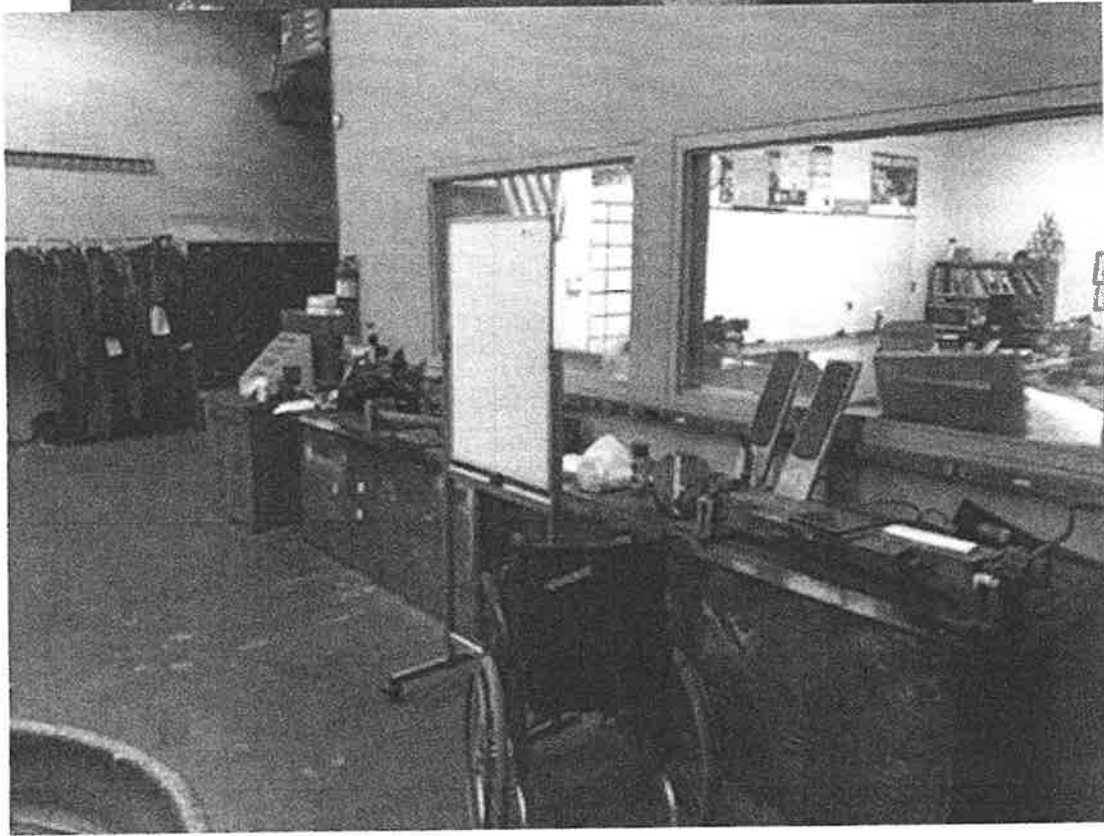
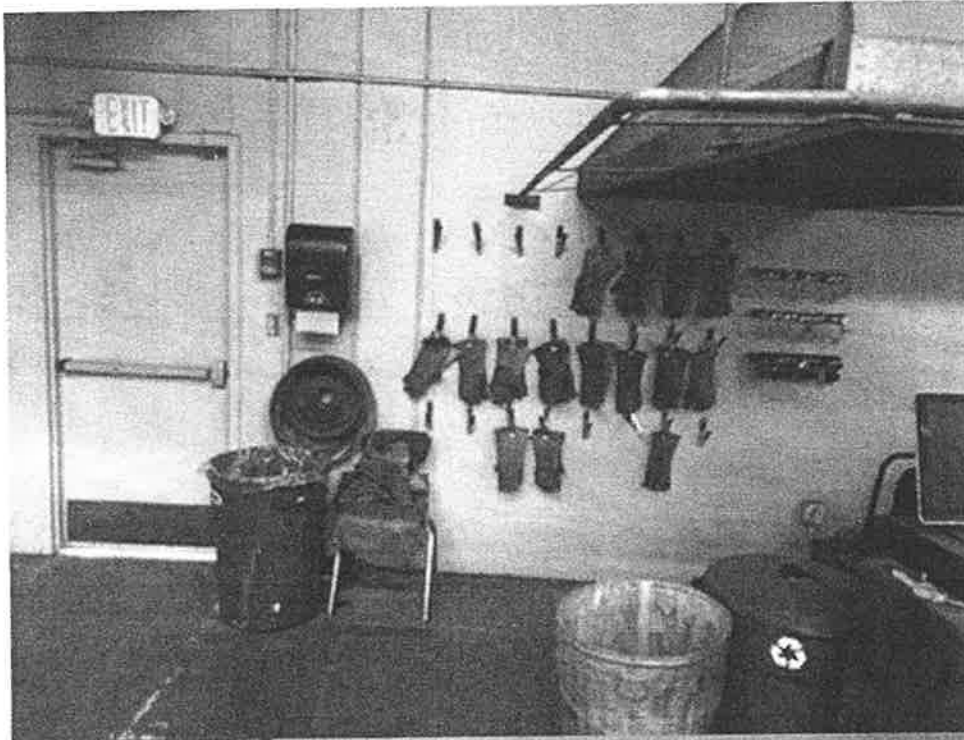


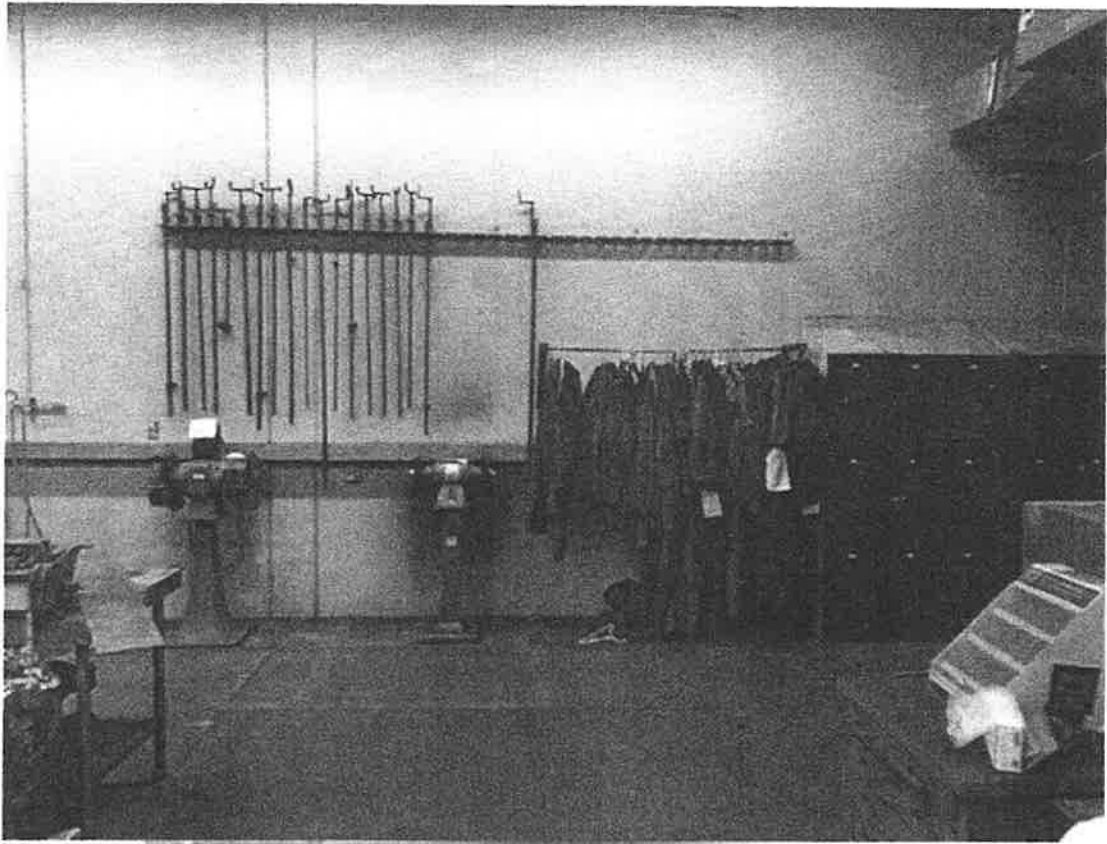
Corcoran High School Campus

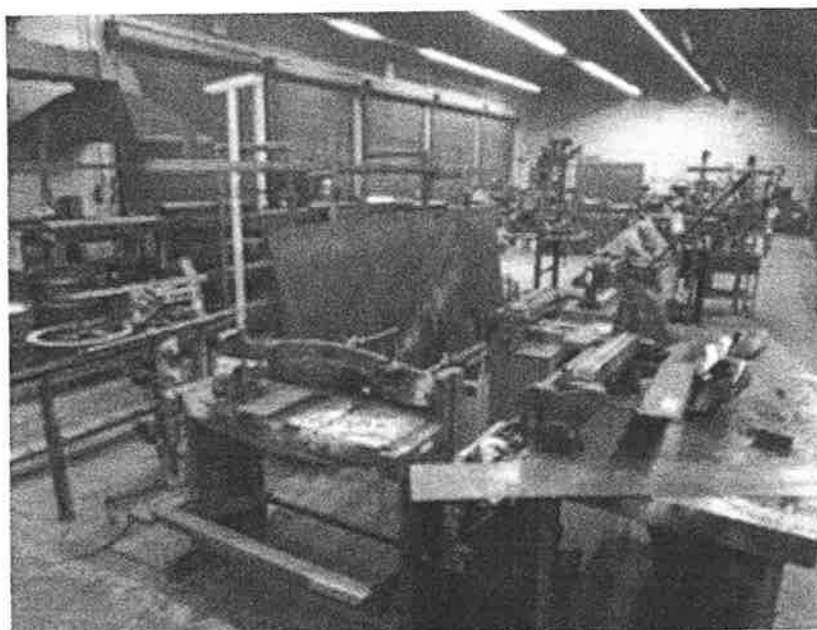


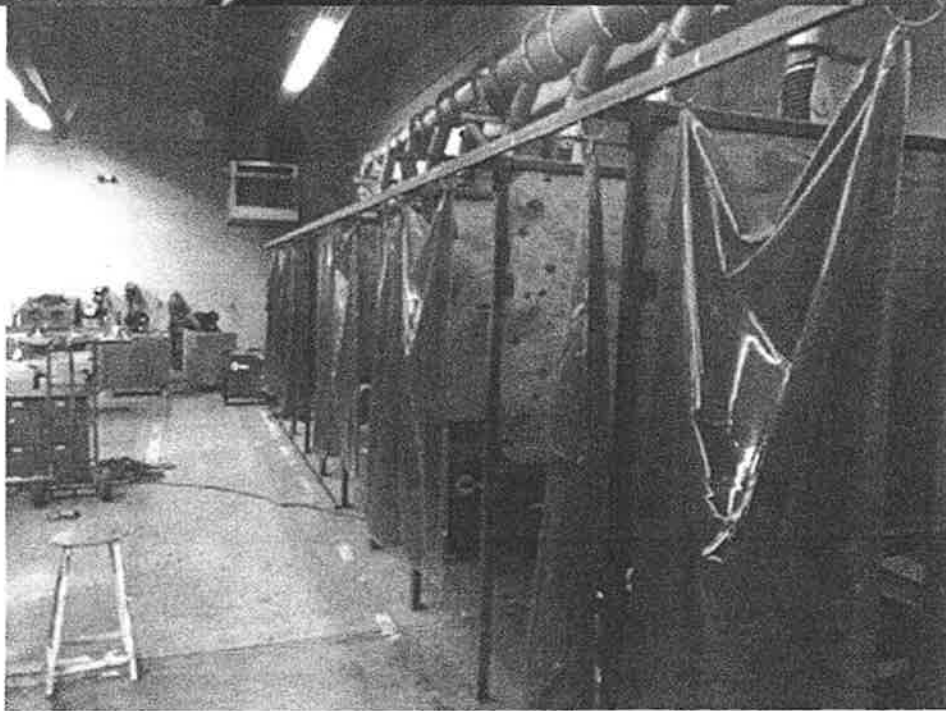
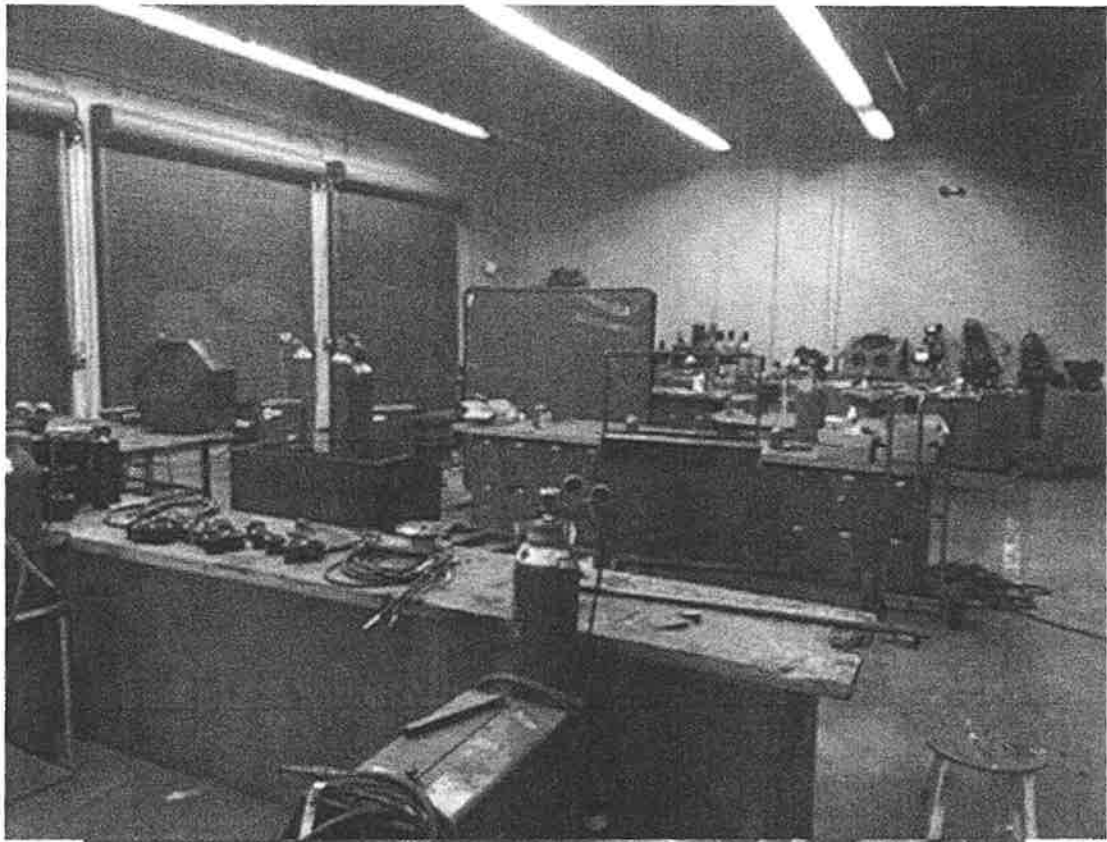
Welding Shop

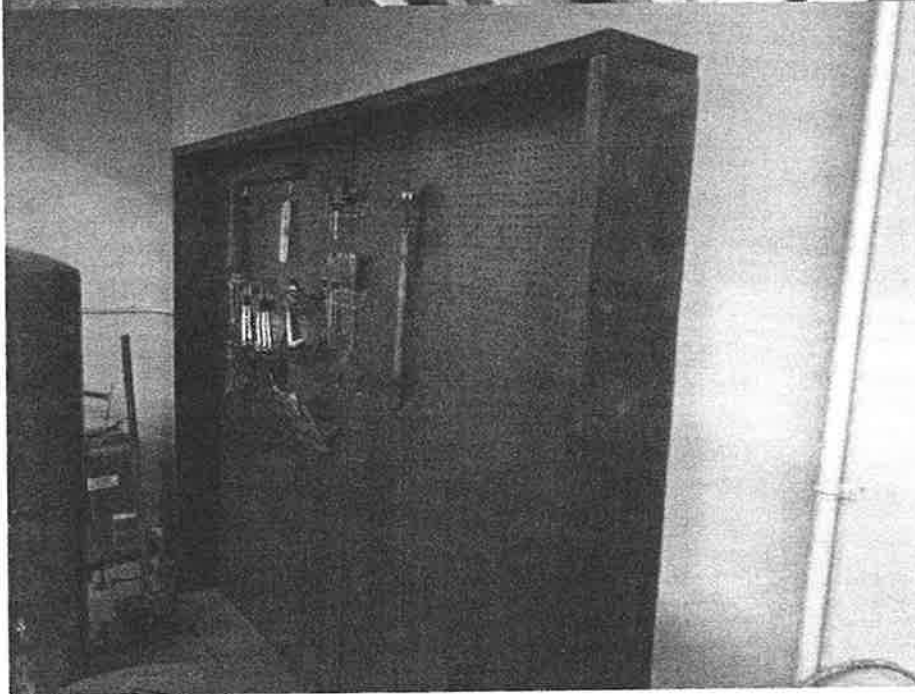
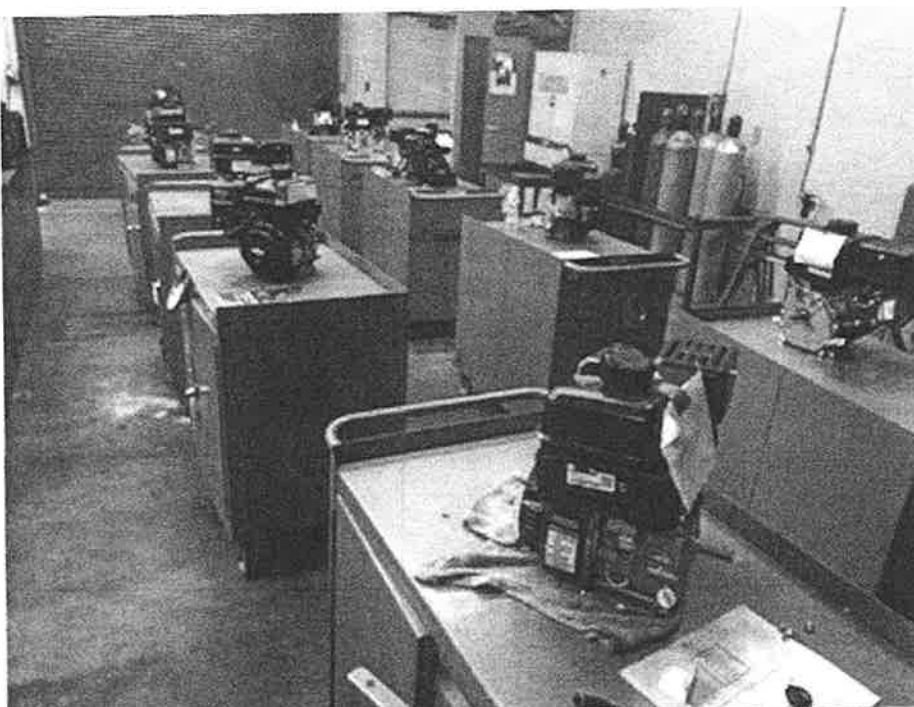




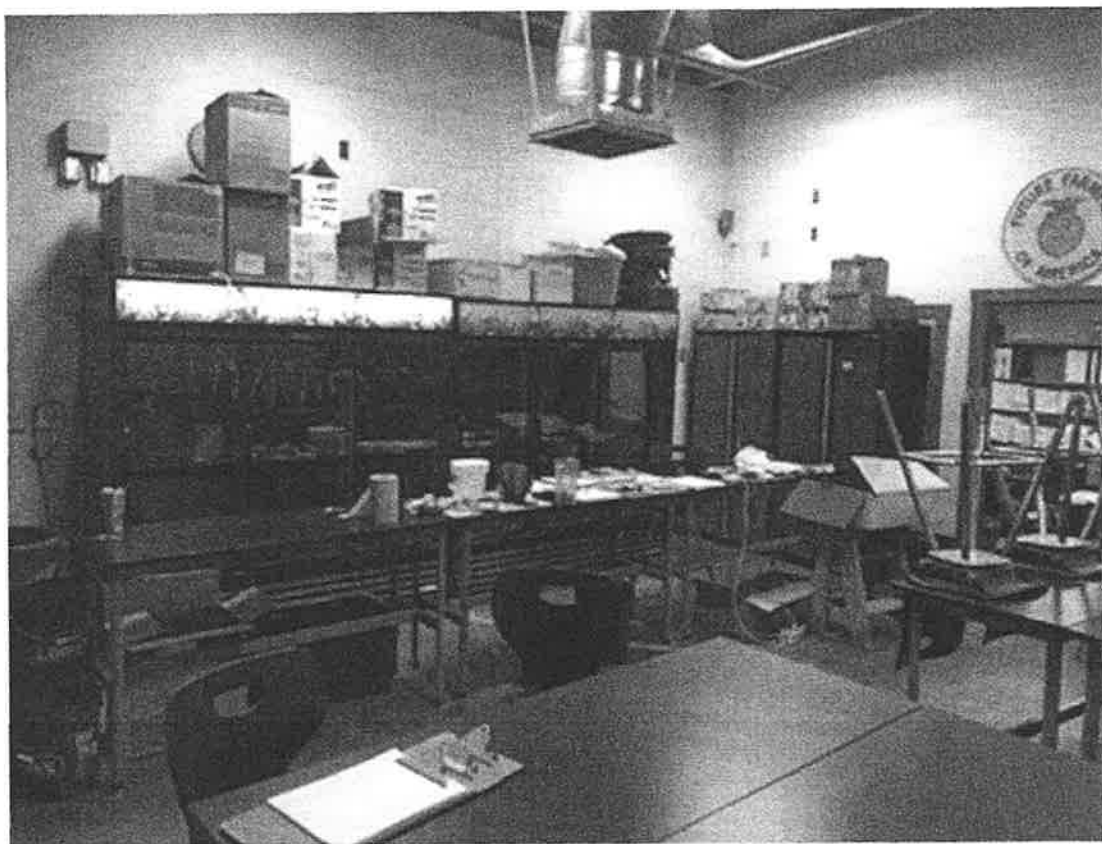


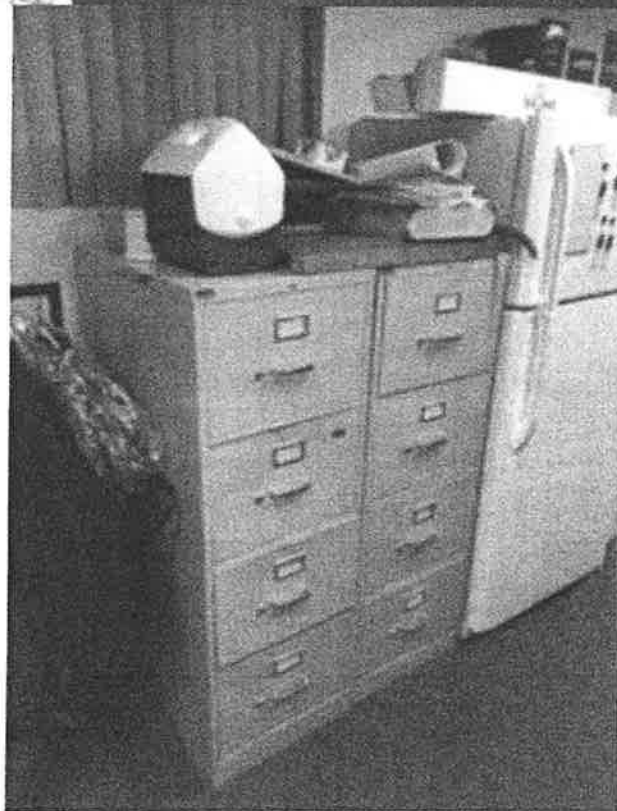
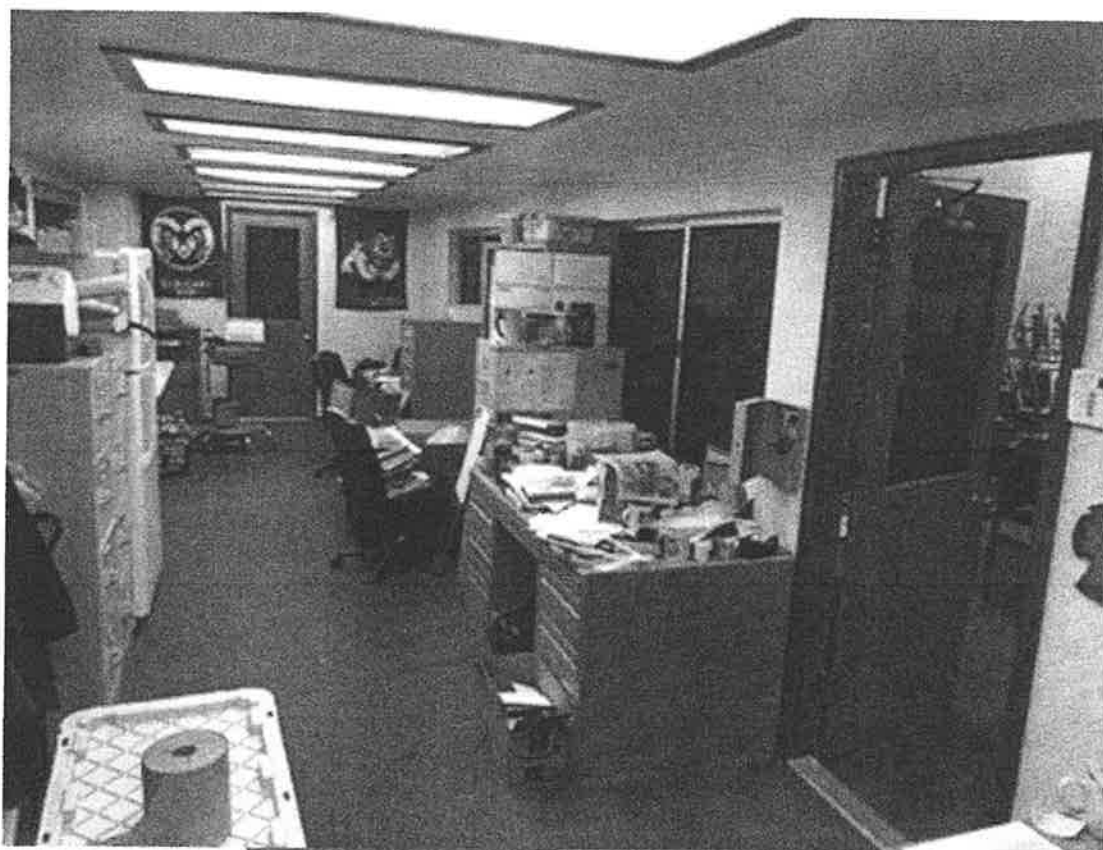


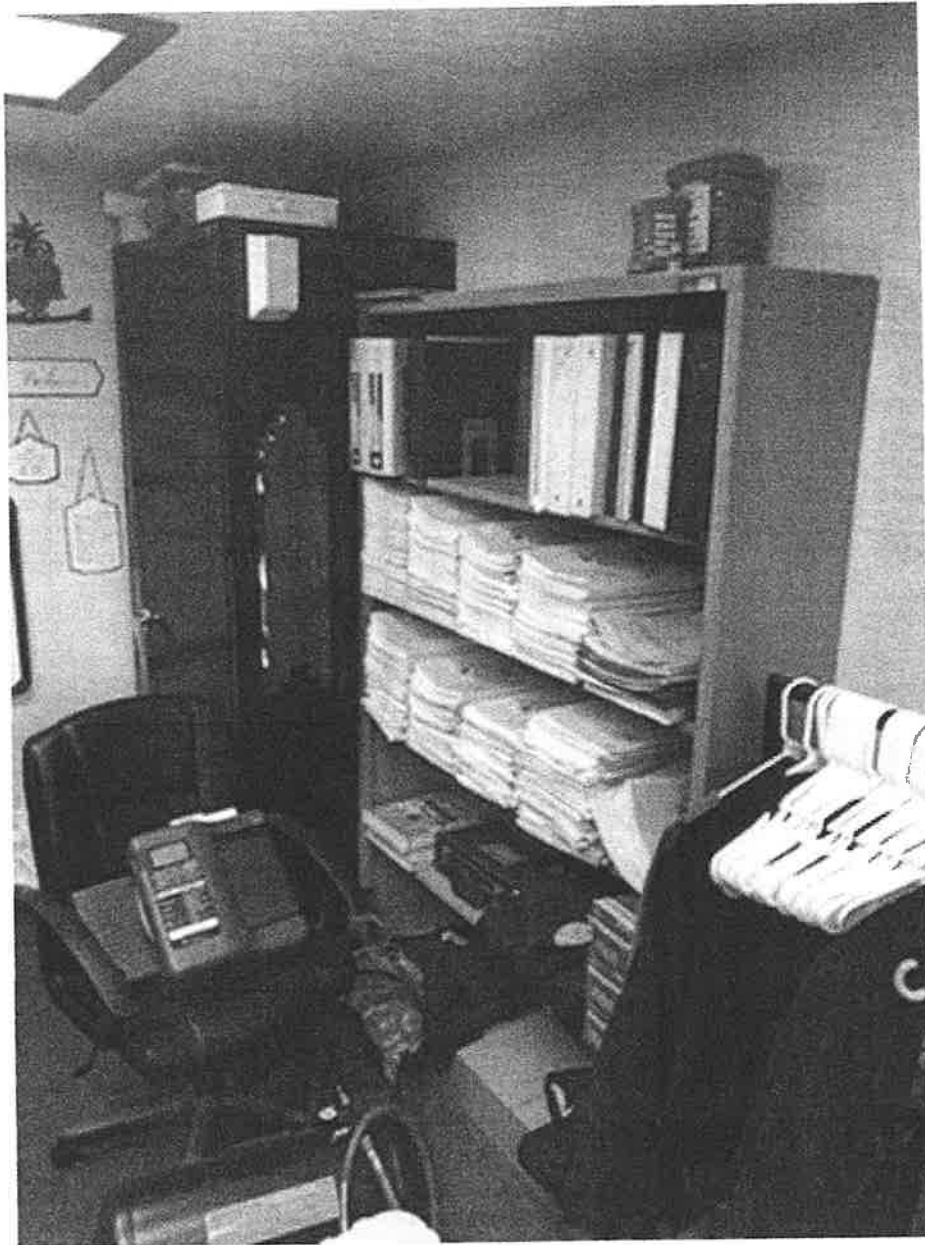


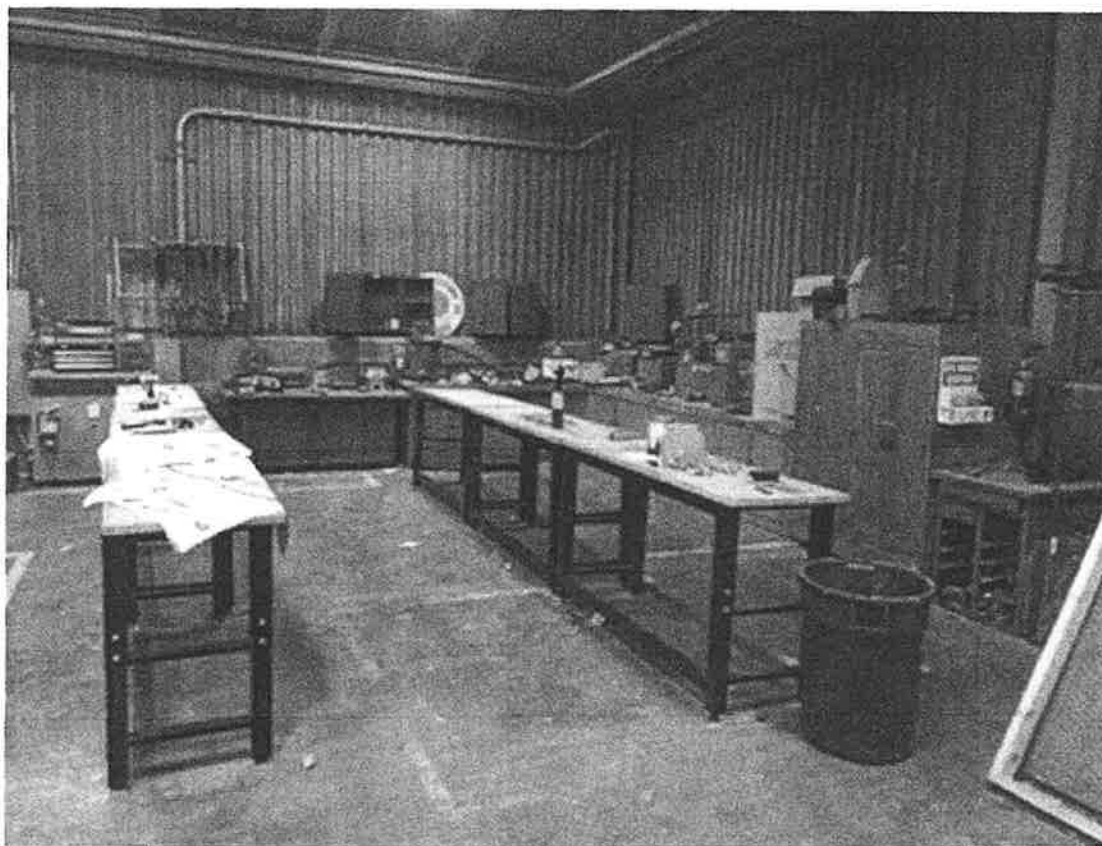


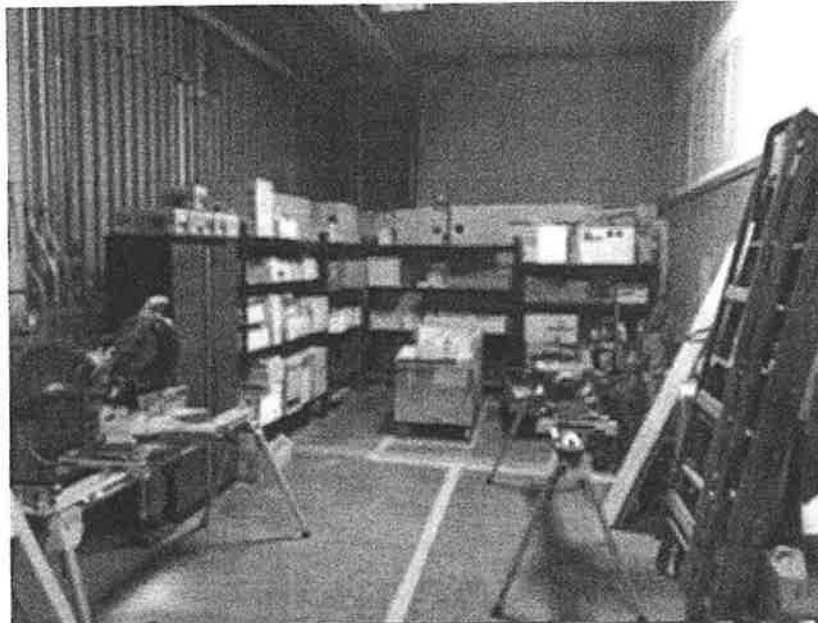








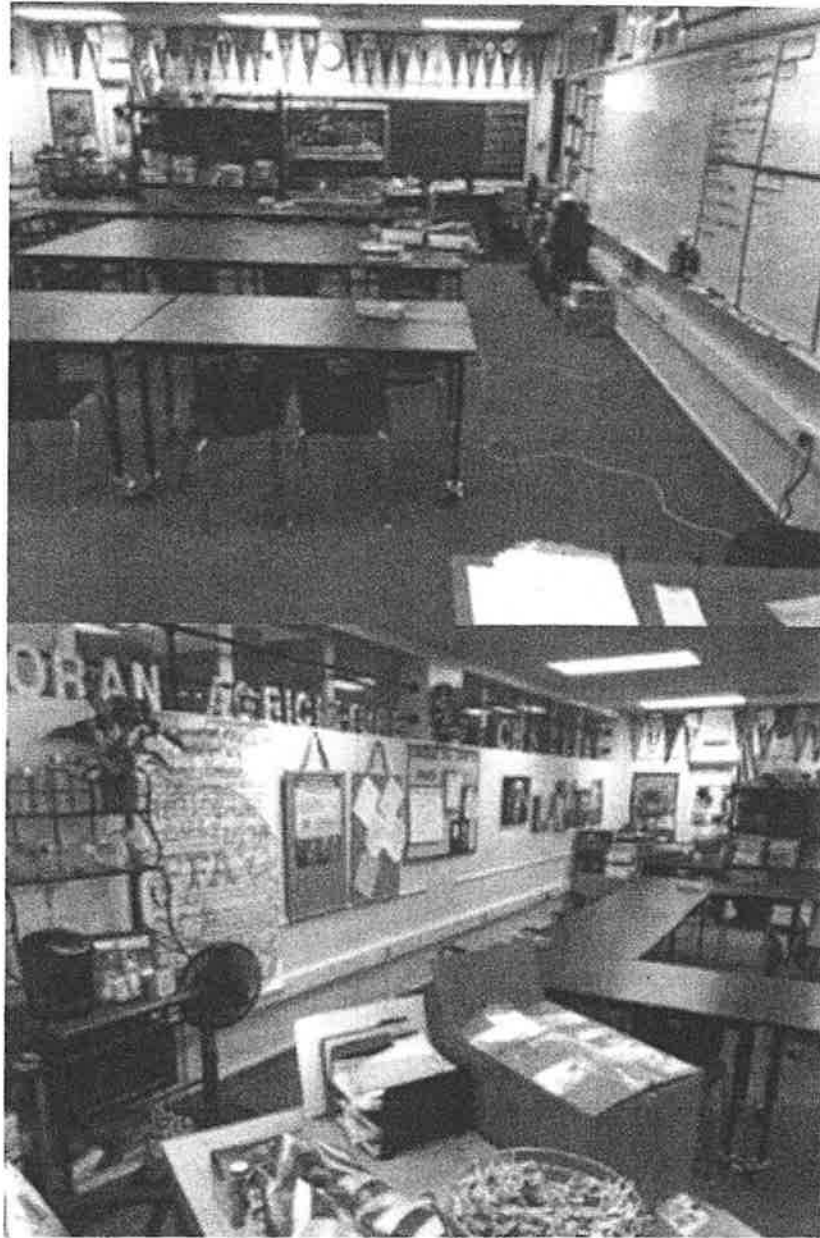






Agriculture Science Classroom





Five Year Facility and Equipment Acquisition Schedule

CORCORAN PROGRAM PLAN - Five Year Plan

2020 - 2021

- Fingerprint Lock System at Farm (Recommendations from Ag Advisory Meeting to do before we get NEW livestock)
- Beef Barn Modernization (Fans)
- Sheep and Goat barn Modernization (Wash Rack & Fans)
- Swine Barn Modernization (Fans)
- Insulate Rabbit Barn
- Add Pasture on the livestock farm for Sheep, Goats, & Beef
- New Ag Truck

2021 - 2022

- Swine Barn Modernization (divide pens, wind block)

2022 - 2023

- Plasmacam Upgrade (Welding Shop)
- Ventilation Upgrade (Wood Shop)

2023 - 2024

- Newer Tractor (GPS Compatible)

Staff Assignments



Corcoran High School Agriculture Staff Responsibilities 2020-2021

Assignments	Viktoria	Dustin	Miles	Alisa	Out-Of-Class Days		
					#	Dustin	Miles
Board Approvals			X				
CATA Meetings (Section, Region, State)	X	X	X	X	1	GLC	Industry Tour
Department Chair		X			2	Industry Tour	New Prof.
Head FFA Advisor			X		3	Roadshow	New Prof.
CTE Pathway Lead	X				4	Fair	Roadshow
Farm Lead		X			5	Fair	Fair
Department Meetings (Agendas, Minutes, Etc)	X	X	X		6	Fair	Fair
Ag Advisory Meetings		X			7	Fair	Fair
Department Calendar	X	X	X		8	Cotton Picking	Farm Day
Farm Records/Permits		X			9	26 Hr Program	State Conf.
County Crop Reporting		X			10	26 Hr Program	State Conf.
June 30th - AIG	X	X	X	X	11	Farm Show	Farm Show
October 15th - AIG	X	X	X	X			
November 15th - AIG	X	X	X	X			

Project Supervision

	Viktoria	Dustin	Miles	Alisa
Beef		X		
Swine		X		
Sheep			X	
Goats			X	
Dairy Cattle		X		
Turkeys	X			
Pheasant				
Chickens	X			
Rabbits	X			
Ag Mech	X	X		
Project Contracts	X	X	XX	
Judging Teams and Contests	Viktoria	Dustin	Miles	Alisa
Vet Sci			X	
Floral	X			
Cotton	X	X		
Job Interview	X		X	
Extemporaneous	X		X	
Impromptu	X		X	
Opening & Closing: Officer Team	X		X	

Opening & Closing: Novice Team	X			X	
Creed	X			X	
Prepared Speaking	X			X	
Kings County Fair	X		X	X	
Citrus					
COS Freshman Field Day					
Transportation & Facilities	Viktor	Dustin	Miles	Alisa	
Transportation Requests			X		
Facilities Requests			X		
Ag Office	X	X	X		
Ag Shop	X				
Welding Shop		X			
Room 7			X		
Floral/Lab	X				
Farm Management - Production		X			
Farm Management - Livestock		X			
Vehicle/Trailer/Tractor Maintenance		X			
Farm Operations-Irrigations, Tractor Work, etc		X			
Fundraising	Viktor	Dustin	Miles	Alisa	
Dinner Dance Fundraiser	X	X	X		
Tri-Tip Fundraiser	X	X	X		
Super Bowl Sunday Ribs	X	X	X		
Color Run	X	X	X		
Ag. Mechanics Projects Sales	X	X			
Floral Design Sales	X				
FFA Apparel	X	X	X		
FFA Activities	Viktor	Dustin	Miles	Alisa	
Chapter Officer Leadership Conference			X		
End of the Year POA Trip	X	X	X		
FFA Chapter Meetings	X	X	X		
FFA Website	X				
Cotton Judging Field Day	X	X	X		
Greenhand Conference		X			
Greenhand Degree Applications	X	X	X		
Chapter Degree Applications	X	X	X		
State Degree Applications	X	X	X		
American Degree Applications	X	X	X		
State Conf. & Planning			X		
Livestock Exhibitor Meeting	X	X	X		
National Convention & Planning					

Proficiency Awards	X	X	X	X	
Program Recruitment	X	X	X	X	
World Ag. Expo	X	X	X	X	
Star Awards				X	
Kings County Farm Day	X				
Kids Day Newspaper Sales	X				
MFE/ALA				X	
Banquet	X	X	X	X	
Cotton Parade	X	X	X	X	
Christmas Parade	X	X	X	X	
Meetings & Conferences	Viktoria	Dustin	Miles	Alisa	
Fall Sectional CATA Meeting	X	X	X		
Fall Regional CATA Meeting	X	X	X		X
Road Show	X	X	X		X
Spring Sectional CATA Planning Meeting	X	X	X		X
Spring Regional CATA Meeting	X	X	X		X
CATA Summer Conference	X	X	X		X
Reports / Finances / Registration	Viktoria	Dustin	Miles	Alisa	
FFA CDE & LDE Registration			X		
FFA Conference Registration			X		
Grants/Other sources of funding	X	X	X		
Program of Activities	X	X	X		
Program Plan	X	X	X		
R-2 Report	X	X	X		
Scholarships & College Tours	X	X	X		
Ag. Mechanics Account		X			
ASB FFA Account			X		
ASB Livestock Account			X		
Department Budgets-AIG, Site, Perkins	X	X	X		X
Floral Account	X				
District Farm Account		X			X
CTE Incentive Grant					X
Ag Incentive Grant	X	X	X		X
Perkins Account					X
Strong Workforce					X

FFA Program of Activities

****See POA above in Grad Internship Report****

School and/or Department Policies

CORCORAN HIGH



STUDENT HANDBOOK

2020-2021



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Corcoran High School

Corcoran Unified School District
1100 Letts Avenue, Corcoran, CA 93212

Dear Parents and Guardians:

I'd like to welcome you to the 2020-2021 school year. We have been planning for an excellent academic experience at Corcoran High School, our goal at CHS is to prepare students for college and careers. We have several career pathways available to meet the interests of our students including our video gaming pathway (to teach students about game design and coding), our college and career class, Creative Writing, American Sign Language and Floral Design. Our counselors will continue meeting with all students to create 4-year plans. We have an incredible partnership with UC Merced through the Talent Search Program. This program provides additional support for students wishing to attend any college. We will continue to provide our Credit Recovery program. We will also continue our Advisory period to provide personal assistance and Student Success Plans for all students.

I'd like to ask you to please read through the handbook and especially focus on the dress code as this is a strict policy and we want to make sure our students do not miss out on critical class time. Please, check to make sure your student is completing their home assignments, and I invite you to set-up an Aeries Parent Portal account so you can monitor your student's grades and attendance online. You may call or stop by the main office for assistance and a "How-to" guide is included in the handbook. And, please, check out our online website at corcoranhs.corcoranunified.com for surveys, information and calendared events.

I would like to thank you for your support. I know that together, we will do great things for your student.

Sincerely,

Antonia Stone
CHS Principal

Corcoran Unified School District - Corcoran High School | 2020-2021

AUGUST 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

12 – First day of school
19 – Back to School Night
12-Credit Recovery Starts

FEBRUARY 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

2- Freshmen Pathway
5-End of 3rd Quarter Progress
8 – Lincoln's Birthday
15 – Washington's Birthday
16-Freshman Registration

SEPTEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 – Labor Day
9--End of 1st Progress
11-Virtual Constitution Day Rally

MARCH 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12 – End of 3rd Quarter
26--Career Day
29-31-Spring Break

OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9--End of 1st Quarter
26-30--Red Ribbon week

APRIL 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-5-Spring Break
5- First day back
23- End of 4th Progress
26-Open House

NOVEMBER 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 – Veterans Day
13 – End of 2nd Progress
20--Junior Ethics
23 – 27-- Thanksgiving Holiday

MAY 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

12 --Senior Awards
6, 11, 13, & 18-- CAASP Testing
20-26- Finals week for Seniors
26 – Senior Grades Due
27-28 – Finals Week 9th – 11th /Senior Week
31 –Memorial Day

DECEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

11--Last Day for Credit Recovery
14 – 18 Finals week
18 – Minimum Day/1st Semester Ends/Semester Grades
21-31 Winter Break

JUNE 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1-2- Finals Week 9th – 11th /Seniors week
2--Senior Pool Party
3- Graduation/Minimum Day/Last Day of School/2nd Semester Ends
7 – Summer School Begins

JANUARY 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 – 8 Winter Break
11 – School Resumes/2nd Semester Starts
18 – Martin Luther King Day

JULY 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

□ School in Session
□ No School
□ Late Start
□ Block Schedule
□ Rally Schedule
□ Saturday School
□ Early-Out for Finals
□ Minimum Day's
□ Distant Learning

The **Mission** of the Corcoran High School is to develop the mind, character, and physical well-being of our students through an environment of academic excellence and responsibility.

Corcoran High School Students Learning Outcomes

As a Corcoran High School panther who is an effective **COLLABORATOR**, I will work with my team as a leader and a listener. I can demonstrate my multiple roles as a cooperative informer, discover, interpreter, analyzer, reasoner, problem solver, self-regulator, reflector, constructor of arguments and producer.

My success in the following demonstrates my abilities towards the above:

- Projects
- Group Presentations
- Cross Curricular Assignments/Projects
- Online Discussions
- Participation in Activities
- Thrive

As a Corcoran High School panther who is an effective **CREATOR**, I will generate new ideas that I will have the courage to explore, and I will be open to constructive criticism. I will refine my ideas that will innovate high quality products.

I will demonstrate my abilities towards the above through:

- Projects
- Google Forms
- Essays/Reports
- Online Research/Investigations
- Presentations
- Projects-Based Assessments
- iMovies

As a Corcoran High School panther who is an effective **COMMUNICATOR**, I will engage in academic discourses using formal language in order to communicate in diverse environments. I will use 21st century tools and know when it is appropriate to listen. I will be confident in delivering oral presentations.

I will demonstrate my abilities towards the above through:

- ePortfolio
- Presentations
- Essays/Reports
- Emails/Letters
- Group Projects
- Hyper-documents

As a Corcoran High School panther who is an effective **CRITICAL THINKER**, I will understand, pose and solve complex problems through depth of understanding, discovery, interpretation and analysis. I will demonstrate the ability to reason and construct logical arguments all while self-regulating and reflecting.

I will demonstrate my abilities towards the above through:

- Proficiency on CAASPP
- Progress and Semester Grades
- College Entrance Exams & Dual Enrollment College Courses
- College Placements Exams
- AP Exams
- Early Assessment Program

My school work including:

- | | |
|------------|-----------------------------|
| Benchmarks | Presentations |
| Essays | Experiments |
| Reports | Online Research/Discussions |
| ePortfolio | |

As a Corcoran High School panther who is an effective **LEADER** I will promote and abide by the five to thrive.

Safety-I will do my part to make sure CHS is a safe campus, and I will report to my teachers/administration when it is not. I will refrain from confrontations and will seek our resolution in times of conflict. I will promote positivity in my demeanor and actions.

Acceptance-I will be open-minded to the opinions of others, and if I must disagree, I will do so in a way that my peer does not feel undermined or unwelcome. I both accept and welcome differences in my peers and mentors. While, I am strong in my own beliefs and in my character, I know and appreciate that our campus is filled with diversity.

Recognition-I will recognize my own hard work and recognize and give credit to the hard work of others. I believe in teamwork and want my teammates to feel appreciated.

Justice-I will be fair and consistent. I expect that the rules and expectations apply the same to everyone , and that I will also be held accountable for my actions.

Fun-I believe that hard work must be rewarded with fun. I will look for ways to promote school spirit and to engage our school community in activities that demonstrate the pride I have in my school, are competitive and entertaining.

I will demonstrate my abilities towards the above by:

- | | |
|-------------------------|-------------------------------|
| -Being on time to class | -Not being sent to the office |
| -Being present each day | -Earning various awards |
| -Not being suspended | |

As a Corcoran High School panther who is planning for success, I will be able to articulate my **COLLEGE AND CAREER GOALS** I will be able to articulate my path to college and my path to my career interest.

- 4 year plan
- Course Selection
- ERWC
- Community College Course Offerings
- ePortfolio
- Career Pathways Completion
- A-G Completion
- Participation in Career Day
- Intervention Grades

The Class Schedules

REGULAR

Monday, Tuesday and Friday Schedule



Period 1	8:00	-	8:45
Period 2	8:50	-	9:35
Break	9:35	-	9:45
Period 3	9:50	-	10:35
Period 4	10:40	-	11:15
Period 5	11:20	-	12:05
Lunch	12:05	-	12:45
Period 6	12:50	-	1:35
Period 7	1:40	-	2:25
Period 8	2:30	-	3:15



REGULAR

Late Start Wednesday Schedule

Staff Development 8:00 - 9:30

Brunch 9:30 - 9:40

Period 2 9:45 - 11:05

Period 4 11:10 - 11:45

Lunch 11:45 - 12:25

Period 6 12:30 - 1:50

Period 8 1:55 - 3:15

REGULAR

Thursday Schedule

Period 1 8:00 - 9:25

Brunch 9:25 - 9:35

Period 3 9:40 - 11:05

Period 4 11:10 - 11:45

Lunch 11:45 - 12:25

Period 5 12:30 - 1:50

Period 7 1:55 - 3:15

RALLY BELL SCHEDULE

Period 1 8:00 - 8:46

Period 2 8:51 - 9:32

Break 9:32 - 9:40

Period 3 9:45 - 10:26

Period 4 10:31 - 11:01

Period 5 11:06 - 11:47

Period 6 11:52 - 12:33

Lunch 12:33 - 1:13

Period 7 1:18 - 1:59

Period 8 2:04 - 2:45

RALLY 2:45 - 3:15

MINIMUM DAY BELL SCHEDULE

Period 1 8:00 - 8:35

Period 2 8:40 - 9:13

Break 9:13 - 9:21

Period 3 9:26 - 9:59

Period 5 10:04 - 10:37

Period 6 10:42 - 11:16

Period 7 11:21 - 11:54

Period 8 11:59 - 12:32



**CHS Bell Schedules
2020-2021**

Distance Learning

Period 1	8:00	-	8:40
Period 2	8:45	-	9:25
Period 3	9:30	-	10:10
Break	10:10	-	10:20
Period 5	10:20	-	11:00
Period 6	11:05	-	11:45
Period 7	11:50	-	12:30
Lunch	12:30	-	1:05
Period 8	1:05	-	1:45





Administration and Faculty

Administrative Team

Antonia Stone
Ed Larkin
Gabriela Cruz
Edward Lucero
Hope Lerma
Kellen Ornellas
Robert Lerma

Principal
Assistant Principal
Learning Director
Learning Director
Learning Director
Activities Director
Athletic Director

Counseling Team

Vanessa Medina
Ana Gonzalez
Ernesto Flores

COS Counselor/College of The Sequoias
U.C. Merced Counselor
West Hills (Upward Bound)

Teachers

Viktoria Granicy
Dustin Newby
Miles Robinson
Miguel Alvarez
Carlos Guevara
Charles Hickinbowtham
Tiffany Vera
Evelyn Albert
Daniel De Cicco
Ashley English
Michael Pankratz
Emily Millett
Crystal Salinas
Christina Touchstone
Nereida Lopez
Norma Ruelas
Vicente Corrales
Rosemarie Johnson
Stephanie Martinez
Ryan Morales
Tiana Ring
Grant Kapigian
Kellen Ornellas

Alphabetized by Department

Agriculture
Agriculture
Agriculture
Art
AFRTOC
Band
ELD
ELD Coach
English
English
English
English
English
English
Foreign Language
Foreign Language
Math
Math
Math
Math
Math
Physical Education
Physical Education

Faculty Continued

Isaias Ramirez	Physical Education
Jonathan Carnes	Science
Justin Chung	Science
Katie LaMora	Science
David Searson	Science
Jerod Uldall	Science
Ramon Arreola	Social Studies
Robert Lerma	Social Studies
Melissa Orique	Social Studies
Karina Rey	Social Studies
Casey Snyder	Social Studies
David LaMora	Special Education
Rosemarie Nevarez	Special Education
Blanca Padilla	Special Education
Cecilia Serrato	Special Education
Charles Hache	Technology
Dory Pearce	Technology Coach
Belinda Duran	VROP Health

Student Support Staff

Departments and Contact Personnel

Activities Director.....	Kellen Ornellas- ext.6287
Activities/Athletic Secretary.....	Lisbeth Alvarez - ext. 6211
Agriculture Department and School Farm.....	Dustin Newby - ext. 6256
Associated Student Body.....	Kellen Ornellas- ext.6287
Athletics Director (Coaches, Teams, Competitions).....	Robert Lerma - ext. 6213
Attendance Office - Secretary (Absences, Tardies, Excuses).....	Carmen Fernandez - ext. 6202
Auto Shop - Industry & Technology Department.....	Alisa Gomez- ext. 8013
Workbased learning Coordinator.....	Deanna Gabbard-ext.8029
Bus and Transportation Information.....	Rebecca Schreuder - ext. 1220
Cafeteria - Food Zone Manager.....	Terri Thomas- ext. 8014
Campus Safety Supervisor.....	Alfonso Isiah
Academic Career Coach.....	Chandalier Brown-Burke- ext. 8011
Clubs, Class, or Campus Organizations.....	Kellen Ornellas- ext.6287
Community Contact.....	Isaura Ruelas— ext. 6275
Counseling Office - Registrar.....	Esmeralda Barajas - ext. 6210

Student Support Staff Continued

Kings Regional Occupational Program.....	Maria Reynosa- ext. 6260
Library Technician.....	Silvia Hernandez - ext. 6231
Health Care Nurses.....	Ana Alcantar- ext. 6212
Off-Campus Pass (Non-Medical).....	Carmen Fernandez - ext. 6202
Off-Campus Pass (Medical).....	Ana Alcantar- ext. 6212
Police Officer on Campus.....	Officer Alred ext.6282
Principal's Secretary.....	Ana Renteria - ext. 6203
Psychologist.....	DeLinda Chubbuck- ext. 6248
CUSD Lead Campus Safety	Laura Duran - ext. 6240

The Corcoran Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. This applies to all acts related to a school activity or school attendance within a school under the jurisdiction of the superintendent of the school district. All school personnel will take immediate steps to intervene when safe to do so when he or she witnesses and act of discrimination, harassment, intimidation, or bullying.

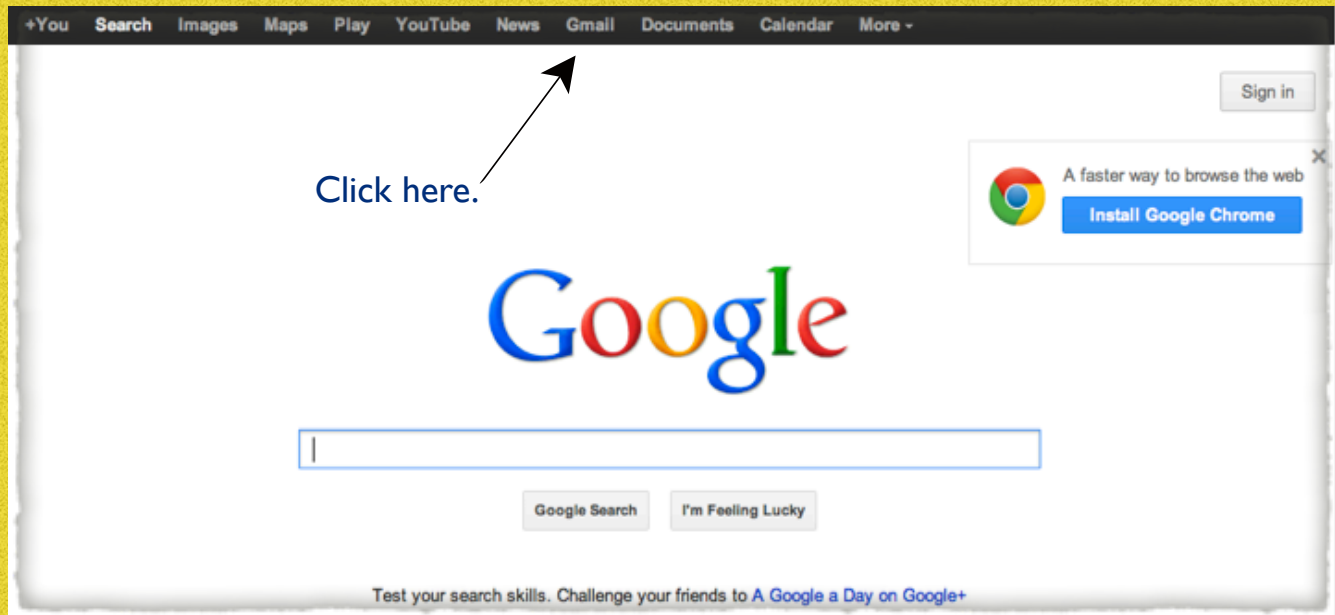
All complaints regarding discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics will remain confidential.

All complainants are protected from retaliation and the identity of a complainant remains confidential.

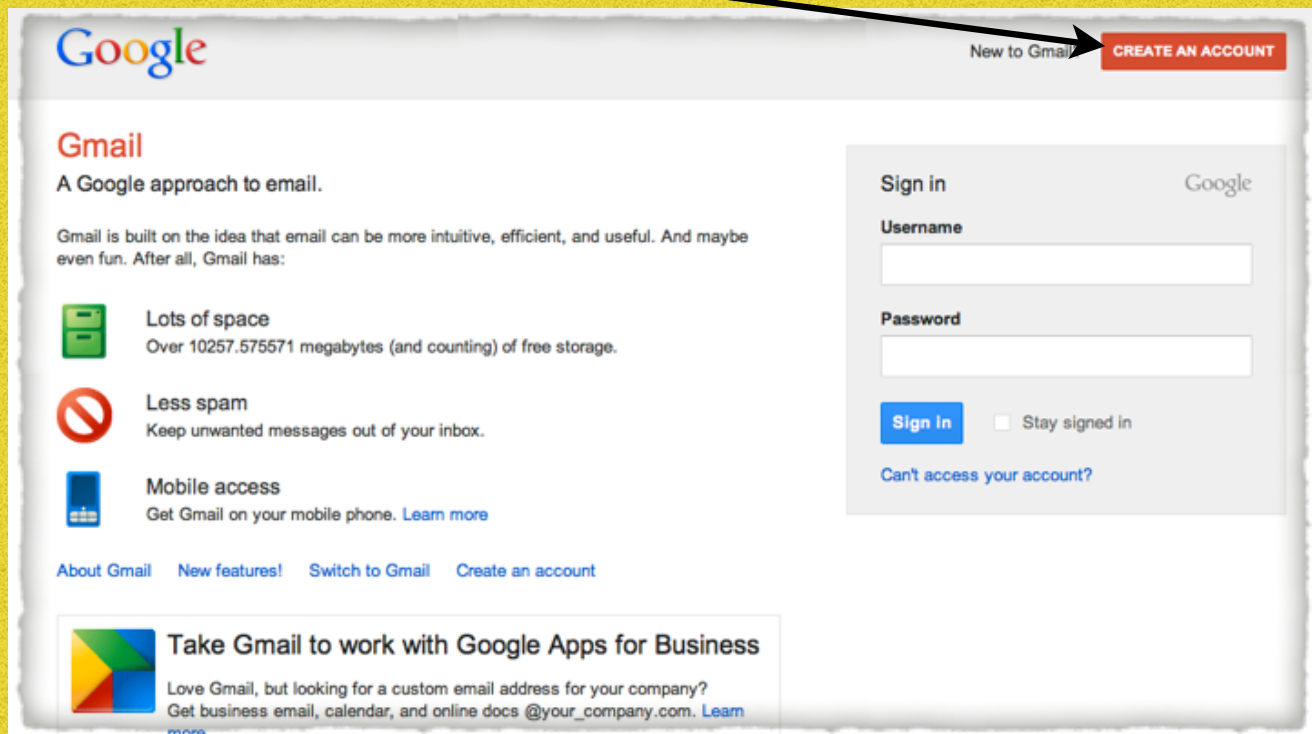
For further information regarding complaint procedures, contact Rich Merlo, Superintendent, Corcoran Unified School District, 1520 Patterson Avenue, Corcoran CA 93212, at 559 992-8888.

Creating a GMail Account (GMail is free)

To create a new GMail account, start up your browser (Safari on the iPad) and go to www.google.com . Then click the link to Gmail.



2. Click Create an Account



3. Fill in the following registration screen. Read and Agree to Terms of Service.

The screenshot shows the Gmail registration page with several input fields and checkboxes. Green arrows point to the following fields: First name, Last name, Desired Login Name, Password strength, Re-enter password, Security question, Answer, Recovery email, Location, Birthday, Word Verification, and the 'I accept. Create my account.' button.

Get started with Gmail

First name:

Last name:

Desired Login Name: @gmail.com
Examples: JSmith, John.Smith
[check availability!](#)

Choose a password: [Password strength:](#)
Minimum of 8 characters in length.

Re-enter password:

☒ Stay signed in
☒ Enable Web History [Learn More](#)

Security question: Choose a question ...
If you forget your password we will ask for the answer to your security question. [Learn More](#)

Answer:

Recovery email:
This address is used to authenticate your account should you ever encounter problems or forget your password. If you do not have another email address, you may leave this field blank. [Learn More](#)

Location: United States

Birthday: MM/DD/YYYY (e.g. "11/13/2011")

Word Verification: Type the characters you see in the picture below.

 Letters are not case-sensitive

Terms of Service: Please check the Google Account information you've entered above (feel free to change anything you like), and review the Terms of Service below.

With Gmail, you won't see blinking banner ads. Instead, we display ads you might find useful that are relevant to the content of your messages. [Learn more](#)

[Printable Version](#)

Universal Terms. All of these are referred to below as the "Additional Terms". Where Additional Terms apply to a Service, these will be accessible for you to read either within, or through your use of, that Service.

1. A The Unlabeled Terms, together with the Additional Terms...

By clicking on "I accept" below you are agreeing to the [Terms of Service](#) above and both the [Program Policy](#) and the [Privacy Policy](#).

Congratulations! You have created your account and can now log in to Gmail and all of the other Google services.

Parent Link: "A Message a Day"

Corcoran High School uses Parent Link which is an automated parental notification system that allows teachers, counselors, and administrators to send student-specific and general messages home whenever necessary over the telephone.

Some examples are:

- * Send messages to each parent concerning their child's school experience
- * Send emergency messages in under 15 minutes
- * Send general broadcast messages concerning school events
- * Send Immediate attendance notification

Parents will receive only one phone call per evening combining all of the messages sent from their student's teachers.



Clubs and Organizations

CLUBS OR ORGANIZATIONS

Associated Student Body
Band - Auxillary
Band - Marching/
Concert
California Scholarship Federation (CSF)
Future Business Leaders of America (FBLA)
Future Farmers of America (FFA)
Harvester (Yearbook)
MEChA Club
Pep Squad
Poetry
Student Voice
Theater
Key Club
Interact
EPIC

COUNTY TEAM COMPETITIONS

Academic Decathlon

ATHLETICS

BASKETBALL

Varsity Boys
Varsity Girls
JV Boys
JV Girls
Frosh Boys
Frosh Girls

BASEBALL

Varsity
Junior Varsity

CROSS COUNTRY

Varsity Boys
Varsity Girls
Frosh/Soph Boys
Frosh/Soph Girls
JV Boys
JV Girls

FOOTBALL

Varsity
Junior Varsity
Frosh

SOCCER

Varsity Boys
Varsity Girls
JV Boys
JV Girls

SOFTBALL

Varsity
Junior Varsity

SWIMMING

Varsity Boys
Varsity Girls

TRACK

Varsity Boys
Varsity Girls
JV Boys

TENNIS

Varsity Boys
Varsity Girls

VOLLEYBALL

Varsity
Junior Varsity
Frosh

WRESTLING

Varsity
Junior Varsity



Life as a Panther

ACADEMIC BOOSTERS

The purpose of this committee is to support “college prep” students in their preparation for college. College prep students are defined as those freshman, sophomore, junior, and senior students enrolled in a minimum of four (4) college prep courses per semester. This also includes any college prep courses taken during the summer prior to the first semester.

DUAL ENROLLMENT OPPORTUNITIES

Corcoran High School provides for Dual and Concurrent Enrollment academic opportunities. Concurrent enrollment students are enrolled in a college course that occurs outside of regular school hours. Dual enrollment students are enrolled in a college course offered on the CHS campus with an in-person instructor between 8:00 AM - 3:15 PM. Students are encouraged to take advantage of Dual and Concurrent Enrollment opportunities when available. Interested students should contact their learning directors for an application form. Students selected to participate in Dual Enrollment must be mature and able to handle college-level work as failing college courses can negatively impact future financial aid. However, students are allowed to double-dip credits and register for free.

ADMINISTRATIVE SERVICES

Administrative Offices are located in the Main Office, Athletics/Activities Office and Counseling Office. All administrative staff keep an “open door” policy. If you have any questions about school procedures and policies, please see them. Office Protocol - At no point shall any student or parent pass beyond the desks of the office until permitted to do so.

ALTERNATIVE EDUCATION

CUSD provides Alternative Education options for students in unique situations. While options exist for Alternative Education, a meeting with the Assistant Principal is required to determine the suitability of an alternative placement.

Students may only transfer up to a total of 45 credits per semester when returning from an alternative placement to Corcoran High School.

ASSEMBLIES

An assembly is an organized student body gathering with mandatory attendance, and the primary emphasis is placed on education. Students show respect toward the other members of the audience and the stage participants at all times.

ATHLETICS

A complete program of athletic activities is offered to meet the needs of all students interested in team or individual sports. The rules and regulations for sports are governed by the California Interscholastic Federation and the Athletic Code for Corcoran High School. All athletic programs are subject to change as a result of participation, funding and league placement.

BULLYING

The District prohibits student conduct that intentionally instills fear through bullying tactics. Bullying behavior includes, but is not limited to, threats, teasing and taunting by asserting power through physical or verbal aggression, including online, or cyber bullying. Bullying may be direct or indirect, such as gossip or exclusion. Bullying usually causes the victim to become increasingly distressed and fearful.

Students who are the victims of bullying should immediately contact any administrator or counselor. If the student believes the situation has not been remedied, he/she may file a complaint form by completing a Complaint form where you may pick one up located in the CHS Main Office.

Any staff member who receive notice of bullying or personally observe such behavior shall notify administration or law enforcement, as appropriate. Students engaging in bullying behavior shall be subject to discipline which is outlined on pages 43 in the handbook.

CAFETERIA SERVICES

New students to Corcoran High School are asked to fill out an Income Application as part of the registration process. We are a Community Eligible Provision School District all students eat meals free of charge. It is understood not all students will take advantage of the lunch program, but we want all students to have the opportunity. The Income Application is collected to determine eligibility for special programs offered to your students.

CAREER CENTER

The Career Center will be available to all students during the year. Students are to adhere to all Career Center guidelines located in the Technology Learning Center.

CLUBS

All club meetings may be arranged for before or after school or at noon. All requests for meetings shall be made to the advisor and arranged with the Activities Director. All meetings shall be held under the direct supervision of the organization advisor. All requests for meetings shall be made at least one week in advance.

Clubs and organizations must submit a "Request for Continued Club Recognition" including a "Budget Form" listing estimated expenses and fundraisers. Each year before a club or organization schedules an activity or fundraiser, its "Request for Continued Club Recognition" must be approved by the Board of Trustees.

When an organization desires to hold any activity that requires financing, the approval of the sponsor shall be secured with regard to the amount of money needed and the manner in which it is to be spent. A student body purchase order shall be used when materials or supplies are to be purchased. Purchase orders may be secured from the secretary who handles the ASB accounts and must be filled out and properly signed before a purchase is made.

Posters must be approved and signed by an administrator. An activity will be approved only after the written approval of the sponsor has been obtained and a date has been secured through the Activities Director. An Activity Request Form may be obtained in the Activities Office. All activities and purchase orders need prior administrative approval.

COMPLAINTS

Complaints against school employees should be handled directly by the individual involved.

Step 1: Make contact with your child's teacher to resolve a concern.

Step 2: Request a conference with the teacher and Learning Director.

Step 3: Complaints still unresolved may be appealed to the Principal.

Step 4: File a formal Complaint using the Uniform Complaint Procedures.

CONTACTING TEACHERS

CHS recognizes that student success is dependent upon an effective partnership between the teacher, parent, and student. Parents are encouraged to discuss their child's progress with the teacher; however, due to professional responsibilities, teachers may not always be available before and after school. If a parent would like to speak with his/her child's teacher, parents should schedule an appointment by calling the school office.

COUNSELING AND GUIDANCE SERVICES

Counseling for new programs, change of programs, class issues/concerns, college counseling, and personal issues are some of the many services provided. Appointments for students wishing to see a learning director must be made before or after school. Students will not be released from class to make appointments. Class changes are discouraged. Students with special needs must clear any approved class changes through the Counseling Office.

CREDIT SYSTEM

Individual instructors will communicate to the students the standards they will require for grades. Each semester students earn five (5) credits for each class where their final grade is "D" or above. **In their required classes, a "passing mark" refers to a grade of "D" or better.** (A grade of "D" does not count toward A-G) Parents are encouraged to contact the school at 992-8884 if they have questions or concerns about their student's grades or credits. The law requires notices of impending failing grades be sent to the parents. Students may make up work missed during excused absences. It is the student's responsibility to request all make-up work. Students have an equal number of school days to make up work. (i.e. Absent three (3) days, you have three days to complete work.)

WEEKLY BULLETIN

The high school will issue a weekly bulletin of announcements, which are of general interest to students, some will be administrative notices and others will be student body notices. The weekly bulletin is emailed to all staff, students, and parents who have provided their emails on the registration forms. **Students are responsible for reading the weekly bulletin.** Notices are also approved by the administration. They must be in the high school office by 12:00 p.m. to appear in the bulletin for the following day.

DAILY FLAG SALUTE

Students are required to stand for the flag salute and show respect.

EIGHTEEN YEARS OLD

The 18-year old student may sign his own absence notes with administrative and parent approval. If attendance, attitude, and/or behavior become problematic for adult high school students, placement in an alternative setting may be warranted.

ELIGIBILITY RULES

Eligibility for ALL school-sponsored activities (including athletics):

Ineligible students will not be allowed to participate in athletics, ASB, performances, activities, and the preparation for any of these activities. This includes performances/activities and preparation for activities or performances. It is the responsibility of the sponsor of all clubs, classes, activities, and sports to see that the persons on the ineligibility list are notified and removed from the activity. Ineligibility is based on grades computed each quarter period and making minimal progress towards graduation plus have no current debts. To be eligible students must be passing four (4) or more classes with at least a 2.00 GPA the previous grading period and sophomores must have 50 credits, juniors 120 credits and seniors 190 credits at the beginning of their respective years (unless a signed Academic Plan is on file with a Learning Director to achieve minimal progress).

Note: All participants in athletics or activities must attend all classes including work experience, the day of a contest activity or get athletic director approval. Violation of this rule will affect participation that day or the next available contest.

In addition to the regular eligibility rules, in order to run for or hold an ASB office, a student must have no failing grades and a cumulative GPA of 2.5 or above. Any drop in this GPA will disqualify the student for the remainder of the school year. If the student is enrolled in the ASB Class, they will lose all voting privileges and transfer out of the ASB class at the end of the semester. Athletes must also follow the guidelines of the Athletic Codes and Ethics in Sports Regulations.

ELIGIBILITY (PROVISIONS)

Optional Language for Considering Summer School Grades: In the event a student finds that he/she is academically ineligible to participate in extra/co-curricular activities in the first quarter of the upcoming year, he/she may request that current summer school grades be exchanged for the grade received in the same class in the Spring quarter. This type of situation is handled on individual basis and the student must see his or her Learning Director.

EMERGENCY PROCEDURES

In case of an emergency it may be necessary to evacuate the school. Students and parents will be requested to follow the guidelines listed below:

If the school is evacuated call the District Office at 992-8888 for information regarding the situation. Calls to the high school will not be answered. Please do not come to the high school! If you receive information giving you an option to pick up your student, please note the location for the pick-up. Always bring identification with you and be prepared for a short wait. **WE WILL ONLY RELEASE STUDENTS TO THEIR PARENTS OR EMERGENCY CARD CONTACTS.**

Students picked up by parent/guardian are to remain home for the remainder of the day. Once you have picked up your child, please leave the area and maintain a reasonable distance from all CUSD properties until the emergency is resolved.

ENROLLMENT REQUIREMENTS

Students attending any alternative education (whether inside CUSD district or outside the district), including continuation high school and community school or students not meeting the minimum requirements toward Corcoran High School graduation may be required to attend a minimum of 1 semester at Kings Lake Alternative Education. Placement at CHS will be determined by the student meeting the following criteria: 1) Minimum of 90% attendance, 2) Student is making adequate progress and has a reasonable expectation to achieve graduation with their grade-level cohort. 3) Student receives no more than 1 Out of School suspension. All students returning to Corcoran High School from Alternative Education may be placed on Administrative Probation, Academic and Behavior Contract for up to one school year. Students not meeting the requirements to return to Corcoran High School will need to follow the graduation requirements for Kings Lake Center, listed on page 28.

FOOD/DRINK

ABSOLUTELY NO GUM, FOOD, OR DRINKS on campus other than PLAIN BOTTLED WATER. Flavored and infused water is not allowed. Any food or drink brought onto campus during lunch must be disposed of before entering the TLC, main building and any classrooms.

GRADUATION FROM THE REGULAR SCHOOL DAY PROGRAM

To earn a high school diploma from Corcoran High School, a student must accumulate a total of 260 semester credits, including specific course requirements as outlined in the Guidance Handbook. Seniors failing to meet graduation requirements and needing twenty credits or less will have an opportunity to complete the requirements in the summer school session following their senior year. Any senior student needing more than twenty credits at the end of their senior year must attend alternative education.

HALL PASSES

Each classroom will be issued (1) laminated pass on a lanyard for students to use the restroom, go to the library, etc. Students will sign in and out before receiving the classroom pass, and will be out of class no more than 5 minutes. Students not following these guidelines will be subject to disciplinary action. Students out of class without a hall pass will be return to class and/or face disciplinary action.

HARASSMENT

The District prohibits intimidation or harassment of any student or staff member. Harassment is defined as intentional threats or intimidation directed against a student or group of students that is so severe it materially disrupt class work, creates substantial disorder and invades the rights of students by creating an intimidating or hostile environment.

Students who are the victims of harassment should immediately contact any administrator or counselor. If the student believes the situation has not been remedied, he/she may file a complaint with the Superintendent's Office.

Any staff member who receive notice of harassment or personally observe such behavior shall notify administration or law enforcement, as appropriate. Students engaging in harassment shall be subject to discipline which is outlined on pages 31-32 in the handbook. Continued harassment could result in expulsion.

District programs and activities shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

HATE ACTIVITY

The District affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of race, ethnicity, culture, heritage gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

Any student who is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied, he/she may file a complaint with the Superintendent's office.

HAZING

No student shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any person. Students violating this regulation shall be subject to District discipline and penalties specified in law.

Hazing includes any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any pupil or other person attending any school.

HEALTH SERVICES

The school nurse will assist the local doctors in giving simple health examinations to all pupils and bring health concerns to the attention of parents. The school nurse may also administer to minor health needs and give first aid when on campus. Pupils who need the services of the school nurse during the school day are to report to the nurses office located in room 3 A. Students must be sent to the nurse with a pass.

California law allows officers of the school district, school principals, physicians or hospitals to treat students who become ill or are injured during regular school hours without liability for reasonable treatment if a parent cannot be reached for consent, except when the parent has previously filed with the school a written objection to any medical treatment other than first aid.

All medication (including Visine, Tylenol, Vitamins, supplements, i.e. over the counter and prescription medication) must be housed in the nurses office. A Medication Authorization form must be completed for medication to be administered at school.

HOMEWORK

Homework shall be planned to meet pupil's specific educational needs:

1. To practice and apply skills learned in school
2. To enrich learning activities
3. To extend educational experience related to class activities including outside reading

The teacher shall evaluate all homework reports and shall keep each student informed regarding their progress.

HONOR ROLL/PRINCIPAL'S HONOR ROLL

The honor roll will be compiled on the basis of semester grades only. All grades will be considered, including grades in courses being repeated and a "D" or "F" will disqualify a student for the honor roll. C.H.S. Honor Roll is 3.00 to 3.59 and Principal's Honor Roll is 3.60 and above.

LEAVING CAMPUS

Students leaving campus during school hours without first being cleared through the front office will be considered truant and subject to disciplinary action. Access to vehicles parked off campus during school hours is not permissible and also subject to disciplinary action. Students must physically sign out through the Attendance Office prior to leaving campus. Students must have permission (note, call, parent in person) before they can sign out. Students who leave campus without signing out are considered truant and face disciplinary action.

LIBRARY SERVICES

Library Use: Students are encouraged to utilize the school library for academic purposes. The Library is open before and after school. Teachers may permit a student to visit the library during class time. However, students observed to be loitering in or around the library during class time will have their visitation privilege revoked.

Students checking out library materials must use a CHS ID card. Library materials are the property of CUSD and must be returned in the same condition. Damages may be chargeable to the pupil and/or parents. Based on Educational code (48904 (b) (1) lost books or damaged books by others are still the responsibility of the student to whom the books were issued.

Students who owe a debt to the library or have overdue books will not be allowed to check out materials until his/her record is cleared.

Internet Users: Students must have a CHS ID card with the Internet Barcode. Students without the proper Internet training and permission slip will not be allowed to access the Internet.

The purpose of the Internet is to facilitate communications in support of research and education by providing access to unique resources and an opportunity for collaborative work.

The use of Internet is a privilege, not a right. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of the privilege and disciplinary action.

TEXTBOOKS AND OTHER MATERIALS

1. The library will issue textbooks and other academic materials to students with a CHS ID card. 2. **Students are responsible for the care and security of each text and/or item assigned to them. Lost items or excessive wear and/or damage may be charged to the pupil or parent. (EC 48904(b) (1) Books stolen or damaged by others are still the responsibility of the student to whom the books were issued.**

3. Removal of a barcode is considered damage.

4. If a student feels a textbook was damaged before it was checked out to him, he should report the damage to the library immediately.

Students are responsible for textbooks left in classrooms or on campus.

6. Students must have an adequate book cover on each text at all times. It is the pupil's responsibility to keep the book covered. Heavy wrapping paper or any commercial cover is adequate.

7. Teachers are encouraged to monitor and report issues concerning the use and conditions of CUSD materials..

8. Students are expected to return all materials.

ITEMS LEFT IN THE MAIN OFFICE

The Office Staff is not responsible for items left for students. It is the responsibility of the student to come to the main office outside of class time to retrieve items. Students will not be called out of class to pick up their items.

LOCKERS

Student lockers may be provided for the convenience of the student and to help protect school issued property. **Students are responsible for all school issued property, even if stolen from the lockers.** The school does not relinquish control over the lockers and retains the right to examine the contents of the lockers at any time without notice. Trained dogs may be used for detection of prohibited objects or substances. Students are responsible for contents of lockers assigned to them. If prohibited items are discovered in a student's assigned locker, that student is subject to appropriate disciplinary action. Do not store valuables in lockers. If a lock or locker does not function properly, make a report to the office. The locker will either be repaired or the student will be issued a new locker. Corcoran High School discourages students in bringing cell phones, iPads, Beats, and other electronic devices to school. **The school is not responsible for any lost or stolen articles.** Students must remove all belongings by the last day of school. The school is not responsible for items left in lockers.

LOITERING

At no time are students allowed to sit on or block the stairway. Students are not allowed to loiter in front of the school before school, during lunch, or after school. Students returning from lunch must enter the campus to designated supervised areas.

LUNCH OFF-CAMPUS Section 44805.5 of the Education Code further states: "Neither the school district nor any officer or employee thereof shall be liable for the conduct nor safety of any pupil during such time as the pupil has left the school grounds pursuant to this section."

The following rules pertain to students who eat lunch off campus:

1. 10th, 11th, and 12th may go off campus for lunch by showing their school identification card to administration at designated exit points. 9th grade students ARE NOT ALLOWED to leave campus for lunch. A student who does not have his/her school identification card WILL NOT BE ALLOWED to go off campus during lunch. **ONLY PARENTS are allowed to sign their student(s) out at lunch and must physically come to the school.** Any student returning to campus from lunch may be asked to show their school ID. Any student returning to campus from lunch without their ID card will be issued a Saturday School.
2. Students are to be on time to class after lunch. Students who return from lunch tardy will face the following disciplinary steps:
****Loss of ID for 3rd time-1 week
4th time-1 month
5th time- Remainder of Semester
3. Students who drive during lunch must be vigilant of pedestrians and follow all driving laws.
4. Students are not to loiter or litter on public/private property.
5. Students leaving campus during lunch without showing student identification will be subject to disciplinary action.

Students are reminded to carry their school ID cards with them at all times and that they represent the school and their actions reflect how people see them and the entire student body. A lost ID can only be replaced 2 times a semester.

MASTER ACTIVITY CALENDAR

A master calendar for the year's activities is posted in the Athletic/Activities office. All club organizations planning activities should refer to this calendar. Dates of upcoming events and activities should be submitted to the Activities Office in order to avoid conflicts. In the event of conflicts for activities, administrative decisions are final.

PARKING LOT

Students must park in the parking lot adjacent to the Gymnasium building. Entrance and Exit are located on Whitley Avenue. Students may **not** park in any green or red painted areas, **and are not allowed to park at the Methodist Church** parking lot across the street from the school. Violators may be ticketed and their vehicle towed at the owner's expense. Students are not to loiter around cars or sit in cars in the parking lot during the instructional day including break and lunch. Students who park in the student parking must have a parking permit. Students need to fill out a registration

form before a permit is issued by the resource officer. **Students may have access to the parking lot before school, during lunch and after school only.** Because of safety reasons, students that need to leave during school hours need to park outside the school premises.

PETS

No pets are allowed on campus without prior written approval by administration.

POLICY FOR RELEASING STUDENT RECORDS (EDUCATION CODE SECTION 49068)

Whenever a pupil transfers from one school district to another or to a private school, or transfers from a private school to a school district within the state, the pupil's permanent record or a copy thereof shall be transferred by the former district or private school upon request from the district or private school where the pupil intends to enroll. Any financial obligations by the transferring student are expected to be paid in full before completion of the drop process.

REPORT CARDS

Report cards are mailed to the home address on file 8 times per school year, 4 times per semester. Report cards indicate student performance during the progress, quarter, and semester periods. Duplicate report cards are available to be mailed to a secondary address upon request. It is the responsibility of the parent to maintain and communicate current residence information with Corcoran High School.

REQUIREMENTS FOR PARTICIPATION IN THE GRADUATION CEREMONY

Students eligible to receive a Corcoran High School diploma include:

1. Students who meet the graduation requirements and are currently enrolled in Corcoran High School.
2. Students who meet graduation requirements at the completion of the Fall Semester of their senior year and continue with higher education classes in the Spring Semester. This higher education plan must meet administrative approval and could include, but is not limited to, community college, vocational tech school, four-year colleges or a branch of the armed services.
3. Students enrolled in the Concurrent Program with administrative approval: Independent Study or Home/Hospital. Home/Hospital includes Physical or Psychological needs and will require a doctor verification and approval by District medical representative and who have met all other ceremony requirements.

*Students must also satisfy the following requirements in order to participate in the graduation ceremony:

1. Referrals that deal with major infractions during a student's senior year may be grounds for denial of graduation activities and/or diploma. Students cannot be on suspended expulsion.
2. Student debts must be cleared (2) weeks before graduation.
3. **Must maintain 95% attendance of the days enrolled in Corcoran High School. Therefore, a student cannot miss more than 9 days or 63 periods of school during each year of high school. 3 tardies will be counted as 1 period absence.** Students may clear any full day absence by voluntarily attending Saturday School.

4. Pay all bills or debts to the school district. Payments are taken throughout the school year in the Activities Office at the high school.
 5. Any student suspended during their 12th grade year WILL NOT be allowed to participate in the graduation ceremony.
 6. Seniors will be required to take part in an exit interview to participate in the graduation ceremony.
 7. May not spend anytime on expulsion or suspended expulsion during the student's senior year.
 8. May not transfer to or from any alternative program (Adult Education, Continuation, or Community Day School) during the second semester of the student's senior year.
 9. Student must earn at least a total of 50 credits during their senior year. (If student finishes during the fall semester, they must earn at least a total of 25 credits.)
 10. Students must maintain enrollment in all classes during their senior year.
 11. Students must pass all required/elective courses for graduation.
 12. Students cannot be on any type of restriction (due to behavior or attendance reasons) from school activities at the time of the graduation ceremony. Any student who does not attend graduation practice or is removed from graduation practice will **NOT** participate in the graduation ceremony.
 13. Student must sign and return the form which states that they have read and understood what is required of them to graduate and participate in graduation ceremonies.
 14. Students must also demonstrate basic competency on the California Assessment of Student Performance and Progress (CAASPP). Basic competency requires a score of "Standard Met" or "Standard Exceeded" in the core areas of Math, Science, and English in order to participate in graduation ceremonies and other graduation events. If the minimum score of "Standard Met" is not achieved in all areas the student must pass an alternative district exam to participate in the graduation ceremony and graduation events.
- There is no appeal for a senior suspension. Seniors are expected to be model students.

Diplomas not picked up due to non-payment of bills will be filed in the Main Office until the end of July of the graduation year.

Students not eligible for participation in the Corcoran High School graduation ceremony include:

1. Students not meeting Corcoran High School graduation requirements.
2. Students enrolled in any program initiated and monitored by Corcoran Unified School District's Alternative Education Program. This will include, but is not limited to, continuation high school and adult education.

GRADUATION REQUIREMENTS

CLASS OF 2020 and Beyond

To earn a high school diploma at Corcoran High School, students must meet all of the requirements listed below. A student must have received a score of Standard Met or Standard Exceeded on both sections of the CAASP in order to participate in the graduation ceremonies. See ceremony section for additional ceremony requirements.

Geography/Life Skills:	<u>ONE Year</u>	10 credits
ENGLISH:	<u>FOUR YEARS</u> English 9/Honors 9 (10 credits) English 10/Honors 10 (10 credits) English 11/AP Language/COS English 251 (10 credits) ERWC/AP Literature/COS English 1 (10 credits)	40 credits
SOCIAL STUDIES:	<u>THREE YEARS</u> World History (10 credits) United States History/AP US History (10 credits) American Government/Economics (10 credits)	30 credits
SCIENCE:	<u>THREE YEARS</u> Biology* (10 credits) Chemistry, Physics (10 credits each)	20 credits
MATHEMATICS:	<u>THREE YEARS</u> Math I (10 credits) *must pass Math I Math II (10 credits) Math III (10 credits) PreCalculus (10 credits) CLMP (10 credits) Business Math (Senior year) (10 credits)	30 credits
P.E.:	<u>TWO YEARS</u> Coed P. E./Strength/Ad. Athletic PE (20 credits) ROTC (requires 30 credits to fulfill PE requirement) Band (requires 40 credits to fulfill PE requirement)	20 credits
FINE ARTS/ FOREIGN LANGUAGE:	<u>ONE YEAR</u> *College prep students must take a year long (P) class (e.g. Theatre I) in order to fulfill their college admissions requirement. College prep students must also pass two years of foreign language, or pass an equivalency exam, or obtain a qualifying score on a foreign language subtest of the SAT.	10 credits
ELECTIVES :		90 credits

*****260 credits are required to Graduate**

Kings Lake Education Center: Continuation Program
Graduation Requirements for the Class of 2019 and Beyond

To earn a high school diploma at Kings Lake Education Center's **Continuation Program**, students must meet all the requirements listed below. A student must have received a score of Standard Met or Standard Exceeded on both sections of the CAASPP (or pass a district alternate exam), have no suspensions during Senior year and maintain 95% attendance every year they are in school in order to participate in the graduation ceremony. Students must also pass the senior Exit Interview.

ENGLISH:	<u>FOUR YEARS</u> English 9 (10 credits) English 10 (10 credits) English 11(10 credits) ERWC (10 credits)	40 credits
SOCIAL STUDIES:	<u>THREE YEARS</u> World History (10 credits) United States History/AP US History (10 credits) American Government/Economics (10 credits)	30 credits
SCIENCE:	<u>THREE Years</u> Biology (10 credits) Earth Science/Chemistry/Physics (20 Credits)	30 credits
MATHEMATICS:	<u>THREE YEARS</u> Math I (10 credits) *must pass Math I Math II (10 credits) Math III (10 credits) Business Math (Senior year) (10 credits)	30 credits
P.E.:	<u>TWO YEARS</u> Coed P.E./Strength/Ad. Athletic PE (20 credits)	20 credits
FINE ARTS/ FOREIGN LANGUAGE	<u>ONE YEAR</u>	10 credits

*****170 credits are required to Graduate**

ADMISSION REQUIREMENTS
UNIVERSITY OF CALIFORNIA (UC) &
CALIFORNIA STATE UNIVERSITY (CSU)

The following sequence of high school courses is required by the University of California and California State University of high school students to be minimally eligible for admission. Underlined courses denote extra honors credit: A=5, B=4, C=3. Courses marked with an asterisk (*) can not be used as an elective.

a. History/Social Science -2 years required

Accepted Courses:

US History P	World History P
American Government P	<u>US History (AP)</u>

b. English -4 years required

Accepted Courses:

English 9 P	<u>English 10 (H)</u>	ERWC P(12th)	COS Eng 1 (12th)
<u>English 9 (H)</u>	English 11 P	<u>English Literature (AP)(12th)</u>	
English 10 P	<u>Lang. & Comp.(AP)(11th)</u>	COS Eng 251 (11th)	

c. Mathematics -3 years required, 4 years recommended

Accepted Courses:

Math I *	Math III *	CLMP
Math II*	<u>Calculus AB (AP)</u>	<u>Calculus BC (AP)</u>

d. Laboratory Science -2 years required, 3 years recommended

Accepted Courses:

Biology P	Chemistry P	Physics P
<u>Biology (AP)</u>	<u>Chemistry (AP)</u>	<u>Physics (AP)</u>

e. Foreign Language -2 years required, 3 years recommended

Accepted Courses:

Spanish for Spanish Speakers I/II*	Spanish II	<u>Spanish (AP)</u>
Spanish I*	Spanish III	COS ASL I(LOTE 2)

f. Visual & Performing Arts -1 year required (must be same course)

Accepted Courses:

Art I/Art II	<u>AP Studio Art</u>	Floral Design	Yearbook & Design	Drumline
Marching Band*	Theatre I	Theatre II	Concert Choir	Music
Appreciation				

g. Elective -1 year required

One year (two semesters), in addition to those required “a-f” above courses. All courses listed under a-f (beyond the minimal requirements) except those marked with an asterisk (*).

Accepted Courses:

Composition & Speech	ASB Leadership	AFROTC III	AFROTC IV
Ag Mechanics 1	Agriculture Science I	Ethnic Studies	Sports Medicine
Anatomy & Physiology	Economics	Ag Mechanics 2	Welding & Fabrication
College and Career Readiness		Creative Writing	Intro to Business

SCHOOL DANCES

School dances may vary from year to year. **All dances must have ASB and administrative approval.** The administration reserves the right to refuse entrance to any student demonstrating a perceived behavioral or safety issue, including a dress code violation. **The CHS dress code will be strictly enforced at every dance.**

NO CHS STUDENT WILL BE ADMITTED WITHOUT ASB CARD.

Guests under 21 years of age may be invited to school dances by obtaining a guest pass from the school administration, there will be no exceptions. All guest pass requests must be submitted to the Assistant Principal at least (2) days in advance. Each student will be held responsible for the conduct of his or her guest while attending the school function. The administration has the right to refuse admission to any guest. Verification of age may be requested for any dance guests.

Students and guests must remain at the dance or party until they wish to leave for the evening. No one will be re-admitted to a dance or party after he/she has left the building. All dances will end at 11:30 p.m. or earlier. No junior high or alternative education students will be allowed to attend high school dances.

SEATING

Each teacher is assigned a section of the Auditorium/Stadium/Technology Center during events. Students are expected to sit with their class and teacher. Attendance will be recorded.

SEXUAL HARASSMENT

The District prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The District also prohibits retaliatory behavior or action against people who complain, testify, assist or otherwise participate in the complaint process. Sexual harassment includes unwelcome sexual advances, requests for sexual favors and/or other verbal, visual or physical conduct of a sexual nature.

Students who are being or have been sexually harassed shall immediately contact school staff or administration. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee. The principal or designee shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent and refer the matter to law enforcement authorities, where required.

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Disciplinary action may include suspension or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident shall be taken into account.

SOCIAL MEDIA

Corcoran High School does not support student use of social media outside the education setting. Social media can be a way to connect students to real-time current events, public opinion regarding political events, or current political, literary and academic figures; however, outside of the strict use of the educational realm, students too often are immature and unable to handle the

profanity, inappropriate posts, images, and selfies. Students can also become targets from predators and bullies. Corcoran High School asks that parents be mindful of their students's social media presence. While Corcoran High School will cover bullying and digital citizenship through Focus Lessons, Corcoran High School discourages use of social media at this age outside of the educational setting. Any student found to be posting inappropriate posts will be requested to remove their account. Any student found using their CHS device or posting during school time will face disciplinary action dependent on the situation.

STATEMENT ON NON-DISCRIMINATION

The Corcoran Unified School District does not discriminate on the basis of race, color, national origin, sex, or handicap in its educational program and activities. All vocational opportunities will be offered without regard to race, color, national origin, sex, or handicap. Limited English language skills will not be a barrier to admission and participation in vocational education programs. For further information and/or grievance procedures, contact the Affirmative Action/Equal Opportunities Coordinator, Corcoran Unified School District, 1520 Patterson Avenue, Corcoran, CA 93212, phone 992-8888.

STUDENT BODY CARD/I.D. CARD

All students will be required to carry their Student Body Card when attending school.

Students who do not have their student body card ARE NOT ALLOWED to leave campus for lunch, will not be granted admission to school activities or receive student pricing. All students are encouraged to purchase an ASB Sticker, which provides a considerable savings for home and away athletic games, dances, and the yearbook. Not only do students support the student body by buying an ASB sticker, but they also save money with their investment.

STUDENT BODY OFFICERS

The student officers are elected yearly and serve as the executive board. They meet daily to administer student body business and work on school activities. The student body will not be responsible for any expenditure made by a pupil or a teacher, or by any other person who has not first received a written authorization from the faculty sponsor and administration. In addition, all monies should be immediately deposited with the Athletic/Activities Secretary in the high school activities office. Any graduating class monies not spent by June 30 of the graduation year will be re-designated to the ASB general fund.

STUDENT EXPRESSION LIMITATIONS

School officials shall censor student material when it is: 1. Obscene 2. Libelous or Slanderous 3. Disruptive to campus activities, including musical instruments aside from organized academic purposes. 4. Likely to incite others to commit illegal or disruptive acts.

STUDENT GOVERNMENT

Student government at Corcoran High School operates within the framework of a written constitution. Student body officers receive their authority and guidelines through this constitution. Copies are available in the activities office. **Final authority rests with the school administration.**

STUDENT ORGANIZATIONS AND ACTIVITIES

All school rules apply and are enforced during all activities sponsored by a Corcoran High School organization. Attendance will be taken by the coach/advisor. Disciplinary action will be taken if a rule violation occurs

STUDENT RIGHTS

A student has the privilege of expressing his concern regarding any interpretation of rules and regulations without fear of reprisal. A complaint procedure will be available to students and parents upon request. This procedure may be obtained in the Main Office. In cases involving expulsion, students may exercise their right to have their case heard by an Administrative Hearing Panel.

TRANSPORTATION

Buses are provided for the convenience and safety of pupils who live outside of Corcoran. Students will be assigned to ride a certain bus. A bus pass is an ID Card and must be carried by the student at all times. Students must pay for lost or misplaced cards. Students may be given a referral for not carrying their bus pass, which may result in Bus Suspension or School Suspension. Students found riding the bus but not attending school may lose their bus privileges.

Any discipline incidents or situations, which relate to bus violations, may be handled in the following manner:

1st Referral from Driver: Warning/Conference with parent and site Assistant Principal.

2nd Referral from Driver: 1 day suspension from bus.

3rd Referral from Driver: 1 week suspension from bus

4th Referral from Driver: Can not ride the bus for the remainder of the school year.

If a problem occurs on the morning bus run, a bus discipline referral will be immediately sent to the Assistant Principal for action. If a problem occurs on the afternoon bus run, the bus driver has the authority to suspend a student pending conference or further investigation by the administration.

VISITORS

All visitors and parents must check in at the high school main office when arriving.

WITHDRAWALS

Parents must accompany pupils withdrawing from school for any reason. A regular Withdrawal Form will be issued at the Attendance Office, and the pupils will follow the procedures outlined on that form. In this manner, pupils may officially clear all school records. **All bills must be cleared prior to checkout.**

WORK PERMITS

If you are under 18 years of age, you must have a work permit to be legally employed. Applications for permits may be secured from the CTE Coordinator. A student is not allowed to work on any day that he/she does not attend school. The school has the right to revoke any work permit for poor school attendance, poor school behavior, or academic ineligibility. Permits to work on Saturdays and during regular vacation from school may also be obtained in the CTE Coordinator. **Work permits may be revoked for poor attendance, poor behavior, or grade point average below 2.0.**



Attendance Procedures

ABOUT THE ATTENDANCE OFFICE

We welcome calls and visits from concerned parents. The attendance office documents all absence information received, whether in person or on the phone, and save all documentation, (logs, notes, calls, etc) for auditing purposes. We are unable to check and call on every student's attendance every day. However please call us anytime for attendance info on your student, (questions on letters, codes, and/or policies). **Please remember it is the parent's responsibility to account for absences for their child. The Attendance Office is where they are cleared.** The Attendance Office is located in the main office. In addition, parents may access student attendance and grades online through the Aeries Parent Portal.

ATTENDANCE REQUIREMENT

Students must attend 95% each year enrolled at CHS to participate in graduation ceremonies. This means students cannot miss more than 9 days per year or 63 periods per year (only school activities and medical absences will not count against a student's attendance). "Excused" absence does not mean that the absence does not count against the 63 periods.

ATTENDANCE HOTLINE

When a student is absent from school, a telephone call to Corcoran High School Attendance office is needed by 11:00 am of the day of absence.

To leave a message on the attendance hotline please adhere to the following procedures:

1. Dial the school number - 992-8884 EXT. 6202
2. Leave the following information during the recording-
 - a. Parent/guardian's name
 - b. Student's name
 - c. Reason for absence
 - d. Estimated date of return
3. If a student has been absent and no phone call has been made, then the student must bring a written note stating the date, reason, days of absence and parent signature to the main office upon return to school.

Students who cut class may be assigned a Saturday School. Lunch detention runs during the lunch period on random days throughout the week. Students who are tardy three or more times in one week can receive lunch detention. Lunch detention will take priority over any school or athletic activity. (It is imperative that when a student misses class, the absence is cleared ASAP)

*Reminder that every three tardies will be treated the same as a class cut.

*The administration may conduct a lockout tardy sweep to discourage habitual tardiness.

Students who are going to be out of class **for any reason MUST have a pass**. Students without a pass will be escorted back to class by the Campus Safety Supervisor.

FIELD TRIPS/ACTIVITIES/ATHLETIC EVENTS

Students will only be cleared for the release time listed by the advisor/coach. If the student is to be released during a period, that student must stay in class until the release time. If the student decides not to attend the class, (even if only for a few minutes) the absence will be considered a cut. If the student is unsure of the release time for a specific event, they can ask the Activities Secretary.

HOME/HOSPITAL STUDY

Students requesting Home/Hospital Study due to medical needs must supply a request from a physician. The request must indicate the length of the Home/Hospital study needed and be submitted to the District Nurse during a SSTAR meeting. At the SSTAR meeting the school nurse will evaluate the request and consult with physician. If Home/Hospital Study is granted, the program will be for a maximum of five hours per week. Days and location of instruction will be arranged. To schedule a SSTAR meeting contact the CHS main office at 992-8888 ext. 6275.

ILLNESS AT SCHOOL

If a student becomes ill at school, the teacher will send the student to the school nurse where it will be determined if they should be sent home. If a student goes home for lunch or leaves the grounds at lunchtime and does not return to school due to illness or some other emergency, the parent/guardian must contact the school office or the student will be considered truant.

MAKE-UP OF ABSENCE

Saturday School can be used to make up a full day prior absence (including but not limited to illness, medical and funeral). Suspension days cannot be made up through Saturday School. Students may not “bank” attendance credit for future absences. Pursuant to board policy, when a student has had 15 absences in the school year for illness, a physician must verify further absences for illness. **All absences must be cleared through the Corcoran High School attendance secretary within (5) days or they will be marked as truancies.**

Medical (Exempt from 63 period limit and *Requires Official Documentation*)

Doctor/Dentist/Hospital/Illness - Must bring documentation from the doctor/dentist/hospital etc that student attended the appointment. No appointment cards. Students being seen only for regular appointments will not be cleared for all day. We must receive documentation within 10 school days of absence.

IMPORTANT: *Doctor's note must be an original, plainly showing the student has attended the appointment with the dates and times the student was present in the office. Doctors' notes must contain the doctor's name and phone number for confirmation. No appointment cards. The doctor's office must be able to officially confirm the attendance information via phone call from the Attendance Office or the code will not be changed to (MED) and will still count as part of the 63 periods for the year. A doctor's note will only change codes to (MED) which have already been cleared to illness by the parent/guardian.*

Court (Witness/Jury Duty only) - Must have documentation from court that student attended court and not paperwork stating when to appear. Only the court dates where the student was a subpoenaed witness or on jury duty will be cleared to MED, not if the student was the plaintiff. We must receive documentation within 10 school days of the absence.

Funeral (Immediate Family Member) - Must bring documentation regarding funeral from funeral home, etc. We must receive documentation within 10 school day's of the absence.

Absences for Medical Reasons vs. Absences Verified With Doctor Note

Medical/Illness: When a student is recorded for medical reasons by a parent or guardian, the code in the computer is listed as medical (M) or illness (I). The code for "illness" does count as part of the students 63 periods for the year.

Doctor's Note: When a parent/guardian reports an illness absence (all day or partial day) accompanied by a doctor/dentist note to cover the specific time they missed school, the code will be changed to "Medical" (M). The code "Medical" does not count as part of the students 63 periods for the year.

Note: STUDENTS WHO ARE ABSENT REPEATEDLY WILL BE REFERRED TO THE SCHOOL ATTENDANCE REVIEW BOARD (SARB).

NOTIFYING ATTENDANCE

Checking In - We must have parent in person, call or note before your student can sign in.

Checking Out - We must have parent in person, call or note before your student can sign out. Call far enough ahead so your student can be paged between classes. We don't want to take the teacher away from teaching other students by phoning into the room. You or your student must physically sign out on the log through the Attendance Office before they leave campus. We can not guarantee that your child will be waiting out front for you.

Clearing All Day - Call the same day of the absence or send note or call the next day. Absences that are not cleared turn to cuts (truant) automatically.

Planning for an extended absence - If your student is going to be gone for several days and knows in advance, your student can request short-term independent study (absence must be a minimum of five consecutive days) through the Assistant Principal.

ATTENDANCE CODES AND DEFINITIONS

Letter Code	Title	Abbreviation	Type	Counts Against the 63 periods	Description
A	Unverified	UNV	Unverified	Yes	Marked absent by teacher; reason for absence not yet known
B	I.S. ST Y	ISB	Non-absence	No	Student completes short-term independent study during pre-arranged absence
C	Truant	CUT	Unexcused	Yes	UNV, if not cleared turns to cut or student is caught cutting a class
D	I.S. ST N	ISD	Excused	Yes	Student does not complete short-term independent study during pre-arranged absence
E	Excuse Tardy	ET	Excused Tardy	No	Marked tardy by Attendance Office
F	Illness 15	FIF	Excused	Yes	Student has exceeded 15 illness days and will require medical note
I	Illness	ILL	Excused	Yes	Parent clears absence due to illness
L	Lice	LIC	Excused	Yes	Student is out due to lice infection.
M	Medical	MED	Excused	No	Documentation to clear specific time missed from school (by doctor/dentist if cleared medical by parent first) - (by court if student was on jury or subpoenaed witness) - (from funeral home if funeral for immediate family member) All absences must be cleared by parent before documentation will be entered.
N	In-School	INS	Non-absence	No	Student is at school, but suspended from class
P	Present	PRE	Present	No	Student is in class
S	Suspended	SUS	Excused	Yes	Student is suspended at home.
T	Tardy	TDY	Tardy	Yes	Marked tardy by teacher
U	Unexcused	UNX	Unexcused	Yes	Parent clears absence for listed unexcused reason
V	Very Tardy	VT	Unexcused	Yes	Marked very tardy by teacher
W	Activity	ACT	Non-absence	No	Participating in a pre-approved school activity
X	Excused	EXC	Excused	Yes	Parent clears absence for listed excused reason

Excused Absences:

- Court (plaintiff – not subpoenaed)
- Court (witness or jury duty)
- Doctor/Dentist
- Family Emergency
- Funeral (Immediate Family Member)
- Illness
- Probation Appointment
- Religious Event (4 HRS) Prior Authorization needed
- Taking Care of Own Children
- Traffic Ticket

Unexcused Absences:

- Car trouble
- Funeral (Not Immediate Family Member)
- Job Interview
- Personal
- Taking Care of Siblings
- Vacations
- Working

OFF CAMPUS PERMITS

Students must physically sign out through the Attendance Office prior to leaving campus. Students must have permission (note, call, parent in person) before they can sign out. Students who leave campus without signing out are considered truant and face disciplinary action.

SATURDAY SCHOOL

Saturday School will be assigned for all unauthorized, unreported absences as well as disciplinary reasons. Absences must be reported within three days or will be marked TRUANT.

a. All students assigned Saturday School are expected to complete on the date assigned, unless given permission to reschedule the assignment by the Assistant Principal PRIOR to the due date of the assignment, OR a note from a medical doctor. Failure to attend will result in five days of lunch detention.

SATURDAY SCHOOL RULES

Students are required to report to the main building in order to check in with the Saturday school teacher(s). Below are the rules that all students will be required to follow for Saturday School:

1. Saturday School will be held from 8:00 a.m. until 12:15 p.m. **All doors will be locked at 8:00 a.m. and no students will be admitted after this time.**
2. Students will be **required to work on academics** (materials pertaining to exit exam or specific coursework) *and* may be required to perform Community Service. Failure to stay on task and work on academics will result in the student's removal from Saturday school.
3. Students who leave mandatory Saturday School or who are sent home for disciplinary reasons without attending the full day will not receive credit for attending and will be subject to suspension.
4. Students who do not attend their assigned Saturday School will be assigned 5 day lunch detention.
5. Only Medical Notes from a physician will be considered an excused absence, and the date will need to be reassigned.
6. No gum, food or drinks in class – lunch will be provided to students at the end of the day.
7. Students cannot leave the room until dismissed by the teacher.
8. All other school rules apply.

SHORT-TERM INDEPENDENT STUDY

Any student who will be absent for a minimum of 5 days can request Short-Term Independent Study through the Assistant Principal. Students can earn positive attendance and complete class assignments through Short-Term Independent Study. Parents must contact the Assistant Principal to initiate the process at least **5 days in advance** of the absence.

TARDY POLICY

Prompt and regular attendance is necessary for success in high school and on the job. The district has established attendance policies to encourage students to be punctual and regular in their attendance. Not only is punctuality an important employability skill, but students who come to class late create special problems for the teacher. Often the late student has missed out on important instructions given at the start of the class period. The late student is also an interruption to the other students in the class.

Students are expected to be on time to class. Please, be advised that tardies affect students in two ways:

1. Student who are repeatedly late and do not meet the 95% attendance requirement **WILL NOT** be allowed to participate in graduation*. Along with absences, **ALL Types of tardies** are calculated for attendance graduation.
2. Students who are tardy three or more times in one week can receive lunch detention. Lunch detention will take priority over any school or athletic activity.
3. Students who are tardy may be assigned detention by the teacher. Failure to show up to the assigned teacher detention will result in Saturday School.



Student Discipline

We Support good discipline practices in the Corcoran Unified School District. Good discipline procedures help provide the best learning situation. The parents' help and understanding are necessary to make these procedures and policies work at our school.

The Board of Trustees and school administrators have adopted a definite policy dealing with discipline procedures. This serves to inform you of these procedures so we may work together to maintain a pleasant school experience.

OBJECTIVES

The behavior of students who attend the Corcoran Unified School District shall reflect standards of good citizenship and self-discipline. Education may be considered a privilege, but it shall not be considered an absolute right. It shall be determined by eligibility and performance requirements. Students who consistently fail or refuse to comply with the regulations of the school, or whose presence will have a negative effect on good order and discipline may be suspended or expelled.

ACADEMIC DISHONESTY

Defined: Obtaining or providing any help on an assignment that is to be completed solely by the student. This definition applies to:

- i. Tests or projects
- ii. Individual projects and/or research
- iii. Individual homework when so designated
- iv. Other teacher designated work

ASSERTIVE DISCIPLINE

Assertive Discipline is based upon the statement that teachers have the right to set firm limits for all students and that these limits must be taught. Effective communication is required in order that students understand what is required of them.

We believe that each student has the right to learn and each teacher has the right to teach.

THEREFORE EACH STUDENT MUST:

1. Be in class every day, on time, prepared to work until properly dismissed by the teacher.
2. Follow class rules and not disrupt the learning/teaching process.
3. Be courteous, cooperative, and respect the rights and property of others.
4. No eating/drinking in class.

Corcoran High School operates under the belief that every student can modify their behavior. All students will receive interventions to modify their behavior in accordance to school rules. Failure to modify inappropriate behavior will ultimately result in the student's suspension from school.



Student Discipline Corcoran High School Major Office Discipline Referral Form

Name: _____ Grade: _____ Date: _____

Referring Staff: _____ Time of incident: _____

Others involved: _____ No One _____ Peers _____ Teachers _____ Staff _____ Substitute _____ Unknown

Check 1-2 behaviors as applicable . Circle the primary behavior.

Major Problem Behavior:

Defiance/Disrespect
Physical Aggression
Disruption
Abusive Language
Bullying
Harassment
Fighting
Electronic Violation
Dress Code
Other: _____

Location:

Classroom
Main Hall
Quad/Picnic Tables
Lunch Line
Bathroom
Front of School
Locker room/Gym
Don't know
Other: _____

Perceived Motivation:

Attention from peers
Attention from adults
Obtain item/activity
Avoid Peers
Avoid Adults
Avoid work/activity
Don't know
Other: _____

*Please avoid using "don't know" or "other" whenever possible. Thanks ~ PBIS Team

Action(s) Taken:

Time out/Detention _____ Conference w/student _____ In-School Susp./ _____ days
Loss of Privilege(s): _____ Out-of-School Susp. _____ days
Parent Contact _____ Other: _____

What happened? _____

Follow up Agreement

Name: _____ Date: _____

1. What rule(s) did you break _____
2. What will you do differently next time? (continue on back as needed) _____

Student Signature: _____ Adult Signature: _____

We support good discipline practices in the Corcoran Unified School District. Good discipline procedures help.

MAJOR CLASSROOM OFFENSES such as insubordination or fighting **WILL BE REFERRED DIRECTLY TO THE ADMINISTRATOR** for appropriate action without going through steps 1-6 and possible placement on an Administrative Probation, Academic and Behavior Contract.

INFRACTION	FIRST OFFENSE	SECOND OFFENSE
Alcohol, possession or use of, "under the influence" of alcohol	*5 day suspension *Police Department contacted *Parent contacted *Student placed on behavior contract with: completion of the "Kings View Contract for Alcohol Abuse," behavior, attendance, grades *45 instructional days without participation in extra-curricular events including graduation ceremony *Students may not participate in school sponsored events, including sports (may NOT attend or participate in practices) *Possession of or "under the influence" of alcohol follows first offense "alcohol" procedures UNLESS: 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct (student has had a history of significant behavior problems none of which have to be necessarily related to alcohol possession or use). 2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others If in judgment of the administration the offense meets the threshold of above tests, student recommended to Administrative Hearing Panel for possible expulsion.	*Automatic recommendation for expulsion. *Rehabilitation Plan to include contract for alcohol abuse, counseling, grades, attendance, and behavior. *Student may not be present on any campus (other than Kings Lake) *Student may NOT participate in any school sponsored activities.
Arson	*Suspension pending expulsion *Parent Conference *Notify law enforcement	
Assault/fighting "Mutual Combat" (2 people)	*Out of school suspension 3-5 days.	*2nd fight, based on administrator's determination of severity, student is suspended and referred for possible expulsion to the Administrative Hearing Panel.

CONTINUED OF MAJOR CLASSROOM OFFENSES such as insubordination or fighting **WILL BE REFERRED DIRECTLY TO THE ADMINISTRATOR** for appropriate action without going through steps 1-6 and possible placement on an Administrative Probation, Academic and Behavior Contract.

Gang enhanced fights ("causing a riot" in which gang issues cause the fight and may create a crowd of observers/participants)	*5 day suspension and automatic referral to AHP for possible expulsion. *Police Department contacted for gang validation.		
Assault or battery, as defined in Sections 240 and 242 of Penal Code, upon any school employee	*5 days suspension and automatic referral to AHP for possible expulsion		
Academic Dishonesty	*Loss of Credit *Referral to Administrator *Parent Contact	*Loss of Credit *Saturday School assigned *Parent Conference	*Fails Class *Suspension dependent upon severity.
Classroom Disruption	*Student placed on appropriate step of Behavior Contract *Dependent upon severity	*Conference With Parent *Dependent upon severity	*Referral to Learning Director/Asst. Principal *Dependent upon severity
Defiance of Authority	*Student placed on appropriate step of Behavior Contract *Dependent upon severity	*Conference With Parent *Dependent upon severity	*Referral to Learning Director/Asst. Principal *Dependent upon severity
Destruction or Defacement of Property	*Restitution of losses *Parent Contacted *Dependent upon severity	*Restitution of losses *Parent Conference *Dependent upon severity	*Restitution of losses *Suspension with possible expulsion *Dependent upon severity
Dress Code Violation	*Warning *Change into school provided clothes *Disciplinary action dependent upon severity		
Dress Code Violation / Gang Related Apparel	*Placement on Behavior Contract *Change into school provided clothes *Parent Contact/Conference *Police Department/Gang Task Force notified *Disciplinary action dependent upon severity	*Change into school provided clothing *Parent Conference *Disciplinary action dependent upon severity	

CONTINUED OF MAJOR CLASSROOM OFFENSES such as insubordination or fighting **WILL BE REFERRED DIRECTLY TO THE ADMINISTRATOR** for appropriate action without going through steps 1-6 and possible placement on an Administrative Probation, Academic and Behavior Contract.

Drugs, possession of, "under the influence" of	<p>*Possession or "under the influence" of drugs follows the 1st offense "alcohol" procedure with contract for substance abuse counseling UNLESS:</p> <p>1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct (the student has had a history of significant behavior problems, none of which have to be necessarily related to the drug possession or use).</p> <p>2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.</p> <p>*If in the judgment of the administration the offense meets the threshold of the above tests, the student will be recommended to the AHP for possible expulsion.</p>	*Automatic recommendation for expulsion-same as 2nd offense alcohol, with contract for substance abuse counseling	
Possession for Sale	*Mandatory expulsion for 12 calendar months		
Possession of drug and/or tobacco paraphernalia	<p>*1 to 5 days suspension</p> <p>*Police Department contacted</p> <p>*Drug and Alcohol Contract</p> <p>*May be recommended to attend a substance counseling program.</p>	<p>*3 to 5 days suspension, possible recommendation for expulsion due to the severity of the offense</p> <p>*Notification of law enforcement</p>	
Safety Violation	<p>*Placement on Behavior Contract</p> <p>*Parent Contact</p> <p>*Disciplinary action dependent upon severity</p>	<p>*Parent Conference</p> <p>*Disciplinary action dependent upon severity.</p>	
Sexual Harassment	<p>*Suspension following site discipline code</p> <p>*based on severity-which may include recommendation to AHP for expulsion.</p> <p>*Parent Contacted</p> <p>*Police Department notified</p>	<p>*Dependent upon severity, may include referral to AHP for possible expulsion.</p> <p>*Parent Contacted</p> <p>*Police Department notified</p>	*Automatic expulsion recommendation
Sexual Assault or Battery	<p>*Suspension following site discipline code</p> <p>*based on severity-which may include recommendation to AHP for expulsion.</p> <p>*Parent Contacted</p> <p>*Police Department notified</p>	<p>*Dependent upon severity, may include referral to AHP for possible expulsion.</p> <p>*Parent Contacted</p> <p>*Police Department notified</p>	*Automatic expulsion recommendation

Theft	<ul style="list-style-type: none"> *Suspension based on discipline code *Student makes restitution *Police Department notified *Parent Contact *Disciplinary action dependent upon severity 	<ul style="list-style-type: none"> *Suspension based on severity *Possible recommendation to AHP for possible expulsion *Parent Contact *Disciplinary action dependent upon severity 	*Automatic referral to AHP for expulsion
Thefts/Vandalism with theft or vandalism valued greater than \$500	<ul style="list-style-type: none"> *Suspension may include recommendation to AHP for expulsion if theft or vandalism is greater than \$500 and/or the act presents a threat or danger to the student or others. *Student makes restitution 		
<ul style="list-style-type: none"> *Possession of tobacco *Possession or use of electronic cigarettes, electronic hookahs, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products 	<ul style="list-style-type: none"> *5 day suspension *Site discipline code for first offense consequences *Parent contacted *Student placed on behavior contract *45 instructional days WITHOUT participation in extra-curricular events including graduation ceremony. *Student may NOT participate in school sponsored events, including sports (may NOT attend or participate in practices) 	<ul style="list-style-type: none"> *Automatic recommendation for expulsion *Rehabilitation Plan to include contract for tobacco counseling, grades, attendance, and behavior. *Student may NOT be present on any campus (other than Kings Lake) *May NOT participate in any school sponsored activities. 	
Threats/Bullying/Cyberbullying/Harassment (Also includes hate-motivated behavior, hazing, intimidation)	<ul style="list-style-type: none"> *Suspension following site discipline code *Dependent upon severity *Police Department contacted dependent upon severity *Parent contacted 	<ul style="list-style-type: none"> *Suspension, which may include referral to AHP for possible expulsion *Police Department contacted dependent upon severity *Parent Conference *Disciplinary action dependent upon severity. 	*Automatic recommendation for expulsion
Verified and investigated threats to staff	<ul style="list-style-type: none"> *Referred to AHP for possible expulsion. Severity of threat must be detailed with all "terroristic" threats (as defined by Ed Code) being investigated with respect to the severity of the threat and the student's ability to carry out the threat 		
Truancy/Tardiness	<ul style="list-style-type: none"> *Parent notification by automatic dialer and/or administration 	<ul style="list-style-type: none"> *Parent notification by automatic dialer and/or administration *Parent Conference *Possible loss of off campus privilege 	<ul style="list-style-type: none"> *Parent notification by automatic dialer and/or administration *Pickup for lunch detention *SARB referral

*Guns *Brandishing a knife	*Police Department contacted Parent contacted *Mandated expulsion for not less than one calendar year		
Knives or other dangerous objects, including facsimiles	*Police Department contacted *Parent contacted *Suspension and referral to AHP based on discipline code	*Referral to AHP for possible expulsion	
<p>When a 12th grader is expelled, the 12th grader will lose the privilege of “walking the line” at graduation with his or her fellow senior class members. This includes any 12th grader who is on “suspended expulsion” status for any offense. The District MUST grant a diploma to any student who has completed the requirements; however, “walking the line” is a PRIVILEGE NOT AN ENTITLEMENT.</p> <p>If a student placed at Corcoran Academy Independent Study on a suspended expulsion violates his or her behavior contract, the student will automatically be placed in Mission Community Day School or Kings Community School in Hanford. Students on suspended expulsions placed at their original schools may be placed at Corcoran Academy Independent Study, Mission Community Day School, Kings Community School or a charter school if they violate their behavior contract. Transportation to and from Kings Community School or a charter school is the responsibility of the parent. There is no appeal to the Superintendent or Governing Board.</p>			

Please note that a student may be placed on Administrative Probation if Principal/ Assistant Principal determines that the student is a habitual offender. If the student violates this probation the student will be recommended for involuntary Alternative Education Placement.

ATHLETIC EVENTS

Refer to Athletic Handbook for rules and regulations covering athletics. Athletics is an important aspect of the total school program at CHS, and the school's discipline code will be in effect at ALL athletic events, whether home or away contest. Any students "jumping the fence" or not paying to enter the event, or assisting other persons in entering the event illegally, will be banned from future CHS events and subject to disciplinary action by the administration.

DETENTION/COMMUNITY SERVICE

Pupils may be detained in school for disciplinary or other reasons for not more than one hour after school. Students may be given the option to attend detention at lunch or before school. All teachers' detentions will be held in their designated classrooms. All students should be given one day's notice of detention/community service to inform parents. A student who fails to show up for an assigned teacher detention will be assigned Saturday School.

DRUG DETECTION DOGS ON CAMPUS

Trained dogs and their handlers will make periodic appearances on our campus during the school year. These visits will be unannounced and could occur anytime during a school day. During these times, the dogs may search cars, lockers and personal items belonging to students. Any time a dog alerts to a finding, the school will search the area and the individual. Anything found that is against school policy will be handled according to the behavior policy pertaining to the situation. The school resource officer will be made aware of each finding and will determine if the finding warrants criminal procedures. Every effort will be made to contact and communicate the situation to the parents.

EXCESSIVE AFFECTION

Students are reminded that an excessive show of affection or necking including kissing is **NOT** acceptable at Corcoran High School. Students not following the policy will be disciplined accordingly.

FELT TIP MARKERS

The use or possession of felt tip markers is prohibited on the school grounds and at all school activities.

FENCE JUMPING

Defiance of school authority

1st Offense: Lunch Detention; parent contact.

2nd Offense: Saturday School; parent contact.

3rd Offense: Five days lunch detention or loss of school I.D; parent contact.

FIGHTING

The Corcoran Unified School District School Board Policy/Administrative Regulation #5144.1 states the following: "The Governing Board recognizes that maintaining an environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. The Board may order a

student expelled for any of the acts listed under ‘Grounds for Suspension and Expulsion’ above upon recommendation by the Principal, Superintendent, hearing officer, or administrative panel finding that the student violated items #1-#5 of the list; or due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.”

As a result, students who are in a fight at the high school or on the way to or from school will be dealt with in the following manner:

Students involved in a fight may face three to five days school suspension. This will be determined by such factors as severity of the fight, actual student involvement and reluctance to follow instructions from person attempting to stop the fight. Law enforcement will be notified on **all** fights. Dependent upon severity, administration may recommend expulsion.

In the event of a second fight, during the course of the current school year, a student will be suspended for five days, law enforcement will be notified and the student will be recommended for expulsion from the Corcoran Unified School District.

Students who choose to identify or associate themselves as part of a group identified by law enforcement as a “gang” will be recommended for expulsion from the district for fighting students who are similarly identified.

Students that fight, as retaliation to a prior fight, are interpreted according to this policy as “inciting a riot” or continuing the fight. These students will be recommended for expulsion.

Students that encourage, incite, or “run to observe” the fight will also face disciplinary action.

FOOD/DRINK

ABSOLUTELY NO GUM, FOOD, OR DRINKS on campus other than **PLAIN BOTTLED WATER**. Flavored and infused water is not allowed. Any food or drink brought onto campus during lunch must be disposed of before entering the TLC, main building and as any classroom.

GANG CONTRACT

Any student found to meet any of the following criteria will be placed on a gang contract for remainder of time at CHS:

1. Admits Gang membership	7. Associates with Gang members
2. Gang associated tattoo(s)	8. Gang clothing or attire
3. In or possesses Gang photo(s)	9. Name on Gang document or graffiti
4. Named by a reliable source	10. Involved in Gang related crime
5. Identified in or correspondence with Gang members	11. Uses gang language
6. Writes or possession of Gang material	

***Violation of the gang contract will result in disciplinary action, which may include expulsion.**

GROUND S FOR S USPENSION AND EXPULSION (Ed. Code 48900)

"A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:"

- (A) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (B) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certified school employee, which is concurred in by the principal or the designee of the principal.
- (C) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
- (D) Unlawfully offered or arranged or negotiated to sell any controlled substance, as defined in Section 11007 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (E) Committed robbery or extortion.
- (F) Caused or attempted to cause damage to school property or private property.
- (G) Stolen or attempted to steal school property or private property.
- (H) Possessed or used tobacco.
- (I) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (J) Unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11364 of the Health and Safety Code.
- (K) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (L) Knowingly received stolen school property or private property.
- (M) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (N) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (O) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness of retaliating against that pupil for being a witness or both.
- (P) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - 1. While on school grounds.
 - 2. While going to or coming from school.
 - 3. During the lunch period whether on or off the campus.

4. During, or while going to or coming from, a school sponsored activity.

The accumulation of many disciplinary infractions, school referrals, truancy, poor attendance or several failures could result in the reduction to a 5-period day or a recommendation for an alternative education placement or a recommendation for expulsion from Corcoran Unified School District.

LEAVING CAMPUS

Students leaving campus during school hours without first being cleared through the front office will be considered truant and subject to disciplinary action. Access to vehicles parked off campus during school hours is not permissible and also subject to disciplinary action.

PROVOKING/INSTIGATING A FIGHT

Taunting, cheering, interfering with the breakup of a fight or blocking a campus official's access to a fight will result in the following discipline actions:

Three to five days out of school suspension.

Possible referral for placement in an alternative education program.

ELECTRONIC DEVICES/ROLLERBLADES/SKATEBOARDS/HOVERBOARDS

These devices are banned from the school campus. Any of these devices, which are SEEN or HEARD in the hallways, classrooms, or on campus during school hours, will be confiscated. Confiscated items will be returned to the parent or guardian upon request and student will face disciplinary action. **Cell phones, CD players, mp3 and accessories players may be used before school, break time, lunchtime or after school only.** Lost Stolen devices are the responsibility of the students.

1st Offense: Item confiscated, returned after school with a warning.

2nd Offense: Assigned Saturday School.

3rd Offense and beyond: Saturday School and/or possible suspension.

The Corcoran Unified School District School Board Policy/Administrative Regulation #BP5131 states the following: The district/school shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

SCHOOL DANCES

Students who are suspended on the Friday before or the Monday after a school dance that occurs on a Friday or Saturday will be prohibited from attending the dance.

VIOLATIONS OF SCHOOL TECHNOLOGY

Technology devices issued from the school must be used appropriately. Inappropriate use will be disciplined according to the following procedures:

1st time - Saturday School and loss of technology for 24 hours

2nd time- 1 day suspension and loss of technology for 1 week

3rd time - 3 day suspension and loss of technology for 1 month

4th time - 5 day suspension and loss of technology for year

****Please note that level of discipline is also dependent on the severity of the misuse.**



STUDENT DRESS CODE

DRESS AND GROOMING

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction, which would interfere with the educational process.

DRESS CODE POLICY

The following minimum standards are required of all students. Continued violators of the Dress Code may result in suspension, transfer, and/or expulsion. All dress code rules are enforced while the student is on campus and is not limited to school hours. For example: students who are in violation of school policy at 3:45 pm will be still disciplined accordingly. Dress code checks will occur randomly throughout the year.

1. Shoes must be worn at all times. **Slippers are not allowed.**
2. Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate racial, ethnic, religious prejudice, gang activities, or the use of drugs/alcohol or depiction of weapons. Clothing apparel that could be used as a weapon including: steel-toed boots, chains, spikes or studs on jewelry are prohibited.
3. **No facial piercings are allowed. CLEAR, PLASTIC RETAINERS must be put in their place during school and school activities. Clear retainers are available for purchase at cost in the Assistant Principal's office. Students who request a retainer and cannot pay will be placed on the debt list. Students who choose to get new piercings will be held to all rules in the dress code.**

(PICTURE IS ACTUAL SIZE)

Nose Stud

Lip Stud/Eye Brow



4. Hats and head coverings are not allowed on campus during school hours with the exception of full-brimmed hats like straw or fisherman's hats. These are allowed outside only. **NO COWBOY HATS.** Students who are in need of protection from the sun can obtain information for appropriate sun protection in the main office. Beanies are only allowed during the winter months for protection from the cold and are not to be worn in classrooms.
(Students in ROTC are permitted to wear the appropriate hat as part of their uniform while on campus.)



5. The use of red/blue lanyards is prohibited.

1st Offense: Item confiscated, returned after school with a warning.

2nd Offense: Item confiscated, Saturday School assigned.

3rd Offense: Item confiscated, Saturday School assigned, item to be picked up by parent/guardian.

6. Bandanas are never to be worn or brought to campus. All articles of clothing that are determined by the administration on the advice of law enforcement to be gang related are not allowed on campus. No red/blue shoelaces or belts. No red/blue beanies or gloves. No excessive red/blue clothing allowed.

No articles of clothing shall have Old English writing.

7. All clothing sufficiently conceal undergarments including bra straps, at all times. See-through or fishnet fabrics, tube tops, men's tank undershirts, muscle shirts, jerseys with no undershirts, sagging pants/shorts, pajamas and clothing deemed immodest by school personnel, are prohibited. In addition, students must have their shoulders covered with no see-through material.

8. Tops with "spaghetti straps", halter-tops, tank tops or other shirts with less than 5 inches at the shoulder, or shirts that show any part of the midriff (belly) are not allowed. Midriffs must be covered at all times. Low-cut necks/scooping necks are also prohibited.

9. All shorts, skirts and dresses cannot be shorter than (5) inches above the top of the knee from the front and the back. This would apply to ripped jeans with holes above the length of shorts that are allowed. Holes above 5 inches should be covered, so that skin is not showing.

10. General appearance of all students shall be neat, clean, and safe. The administration reserves the right to limit excessive jewelry, or any other apparel that is unsafe or distracting for student learning.

{*Must change into provided clothing
*Discipline is dependent on severity of violation

Discipline for Dress Code Violations:

1st Offense: Warning and student must change into provided clothing.

2nd Offense: Student must change into provided clothing/parent contact.

3rd & beyond: Students must change into provided clothing/disciplinary action

*Refusing to change into provided clothing will result in additional/more severe discipline.

Students must change into alternate clothing provided by administration when in violation. Students will not be allowed to phone home and/or walk home as this disturbs instructional time.

Students are encouraged to email photos of questionable clothing to their learning director or the assistant principal for approval.

Corcoran High School appreciates parent and student cooperation in these matters in order to have a successful academic school year.

Section 504 of the Rehabilitation Act of 1973, Public Law 93-112

Policy Statement

Within Corcoran Unified School District's Board of Education has a policy to provide a free appropriate public education (FAPE) to each qualified disabled student within its jurisdiction, regardless of the nature or severity of the disability. Consequently, it is the intent of each district to ensure that students who are disabled within the definition of Section 504 are identified, evaluated and provided with free appropriate public educational services. The due process rights of disabled students and their parents under Section 504 will be enforced.

The handbook provides information for the implementation of the procedural provisions for services to students identified under §504. *Please refer to the Corcoran High School website for the 504 Handbook.*

504 and Special Education:

Section 504 is not an aspect of "special education". Rather, it is a responsibility of the comprehensive general public education system. Thus, the building administrator and the superintendent of schools are responsible for its implementation within districts. As a general rule, special educators lead the district efforts in the identification process, while general educators lead the development and implementation of the 504 plan. It is a collaborative effort.

All students who are enrolled in special education are automatically covered by 504 regulations. Normally, a 504 plan is not necessary for special education students, as the Individual Education Plan (IEP) provides a higher level of service than a 504 plan. In regard to the possibility of special education placement for a 504 student, it must be kept in mind that Section 504, along with the Individuals with Disabilities Act (IDEA), and the Americans with Disabilities Act (ADA) were enacted by Congress to end the practice of automatically segregating persons with disabilities on the basis of their labels. A Joint Policy Memorandum, issued by the Assistant Secretaries for the Office of Special Education and Rehabilitative Services; the Office of Civil Rights; and Office of Elementary and Secondary Education, states that the proper placement of a 504 student is in the regular classroom, with a regular educator who has been trained in making necessary adaptations. The child's education must be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 104.34)

Corcoran Unified School District
1100 Letts Avenue
Corcoran, California 93212
(559) 992-8884 ext 6200 ~Fax (559) 992-1239

August 3, 2020

Dear Families,

Our schools have seen much success over the years, but we know we can continue to improve. In fact, schools are much more effective when students, teachers and families work together. When families get involved in their children's education, grades go up, test scores improve, children become more likely to pass and attend college after high school, they have fewer discipline problems, and they are less likely to use drugs and alcohol.

Corcoran High School has a goal of creating a better school and improving the educational experience for all children. We are asking for your assistance in improving our school experience through your volunteerism on our school campuses, in our classrooms and at our school events. Volunteering does not mean a huge time commitment. An hour or two each semester or trimester makes a big difference. We also have jobs to fit your time schedule and interests. We even have tasks that don't involve coming to the school at all, but can be completed from home.

Please join us! The first step is filling out the checklist below and returning it to your child's school. Your support will go very far in supporting all students and creating a tremendous educational environment at Corcoran High School!

Volunteer Name: _____ Student Name: _____

Telephone Number: _____ Teacher and/or Grade _____

I would like to help with the following types of CLASSROOM SUPPORT	I would like to help with the following types of SCHOOL SUPPORT	Please check if you need training to learn how to do the following:
<input type="checkbox"/> chaperoning field trips <input type="checkbox"/> grading homework <input type="checkbox"/> making copies <input type="checkbox"/> creating bulletin boards <input type="checkbox"/> filing <input type="checkbox"/> assisting with AR <input type="checkbox"/> fluency practice w/students <input type="checkbox"/> in-class tutoring <input type="checkbox"/> teach students iPad apps <input type="checkbox"/> tutoring during recess <input type="checkbox"/> laminating, cutting <input type="checkbox"/> other classroom assistance	<input type="checkbox"/> chaperoning field trips <input type="checkbox"/> run the student store <input type="checkbox"/> help with school events <input type="checkbox"/> test proctors <input type="checkbox"/> hallway monitoring <input type="checkbox"/> campus supervision <input type="checkbox"/> creating bulletin boards <input type="checkbox"/> creating a yearbook <input type="checkbox"/> translation <input type="checkbox"/> Book Fair <input type="checkbox"/> fundraisers <input type="checkbox"/> ELAC/SSC <input type="checkbox"/> Sober Grad (CHS) <input type="checkbox"/> Homecoming Week (CHS) <input type="checkbox"/> Other School Activities and Support	<input type="checkbox"/> using iPad apps <input type="checkbox"/> using the copying machine <input type="checkbox"/> helping with fluency practice at school <input type="checkbox"/> fundraising <input type="checkbox"/> P.E. and Art helpers <input type="checkbox"/> Other training_____

Corcoran Unified School District
1100 Letts Avenue
Corcoran, California 93212
(559) 992-8884 ext 6200 ~Fax (559) 992-5066

3 de Agosto de 2020

Estimadas familias,

Nuestra escuela ha tenido mucho éxito en los últimos años, pero sabemos que podemos seguir mejorando. De hecho, las escuelas son mucho más efectivas cuando los estudiantes, los profesores y las familias trabajan juntos. Cuando las familias se involucren en la educación de sus hijos, los grados suben, los resultados de las pruebas mejoran, los niños son más propensos a pasar y asistir a la universidad después de la secundaria, tienen menos problemas de disciplina, y son menos propensos a usar drogas y alcohol.

Corcoran High School tiene el objetivo de crear una escuela mejor y mejorar la experiencia educativa para todos los niños. Estamos pidiendo su ayuda para mejorar nuestra experiencia en la escuela a través de su trabajo voluntario en nuestro campus de la escuela, en nuestras aulas y en nuestros eventos escolares. El voluntariado no significa un gran compromiso de tiempo. Una o dos horas por trimestre hace una gran diferencia. Y tenemos puestos de trabajo para adaptarse a su horario y sus intereses. Incluso tenemos tareas que no implican ir a la escuela.

Por favor, ayúdenos! El primer paso es llenar la lista a continuación y devolverla a la escuela. Su apoyo va a ir muy lejos en el apoyo a todos los estudiantes y la creación de un ambiente educativo tremendo de Corcoran High School!

Voluntario Nombre: _____ Nombre del estudiante: _____

Número de teléfono: _____ Maestro: _____

Me gustaría ayudar en los siguientes tipos de apoyo en la clase:	Me gustaría ayudar en los siguientes tipos de apoyo en la escuela:	Marca la zona en la que necesita algún tipo de entrenamiento:
<input type="checkbox"/> acompañando excursiones <input type="checkbox"/> ayudando con tarea <input type="checkbox"/> hacer copias <input type="checkbox"/> creación de tabloncitos de anuncios <input type="checkbox"/> ayuda con AR <input type="checkbox"/> practica de la fluidez con estudiantes <input type="checkbox"/> tutorial en clase <input type="checkbox"/> enseñar a los estudiantes las aplicaciones de iPad <input type="checkbox"/> laminación, cortar papel <input type="checkbox"/> otra asistencia en la clase	<input type="checkbox"/> acompañando excursiones <input type="checkbox"/> ejecutar la tienda estudiantil <input type="checkbox"/> ayudar con eventos de la escuela <input type="checkbox"/> procuradores de prueba <input type="checkbox"/> monitoreo pasillo <input type="checkbox"/> supervisión en el plantel <input type="checkbox"/> creación de tabloncitos de anuncios <input type="checkbox"/> crear un anuario <input type="checkbox"/> traducción <input type="checkbox"/> Feria del Libro <input type="checkbox"/> recaudar fondos <input type="checkbox"/> ser miembro de ELAC/SSC	<input type="checkbox"/> utilizando aplicaciones iPad <input type="checkbox"/> utilizando la maquina de copias <input type="checkbox"/> ayuda con fluidez practica en la clase <input type="checkbox"/> recaudar fondos <input type="checkbox"/> ayudar con Educación Física y Arte

Important Information
All Classroom and Chaperones MUST be fingerprinted!

To Parents, Guardians, Grandparents who have not been fingerprinted through the District.

If you want to become a parent volunteer, classroom volunteer or be a chaperone for a field trip, this is important information for you.

Cost to Parents:

\$14.00 (before October 30th)**

\$61.00 (after October 30th)**

(**You will have 30 days from the date of registration of your child for the \$14.00 cost)

Please see your students school site Secretary for a Volunteer Form and for information on how to become a volunteer for your students.

Note:

All fingerprints are completed in Hanford at Kings County Office of Education. An appointment will be scheduled through the District Office only after the Volunteer Form is approved by the School Site

INFORMACION IMPORTANTE

Padres, guardian, y abuelos que no se han tomado las huellas dactilares por medio del distrito

Si usted quiere ser voluntario de la sala o acompañar la clase de su estudiante en un viaje, esta información es importante para usted.

Costo a los padres:

\$14.00 (antes del 30 de octubre)**

\$61.00 (después del 30 de octubre)

(**Usted tendrá 30 días a partir de la fecha de registro para obtener el costo de \$14.00)

Vea la secretaria del sitio de su estudiante para una forma voluntaria y para la información sobre como ser voluntario para sus estudiantes.

Nota:

Todas las huellas digitales se terminan en Hanford en Kings County Office of Education. Una cita será programada en la oficina del distrito, solamente después que la forma voluntaria es aprobada por el sitio de escuela



Corcoran Joint Unified School District

Uniform Complaint Procedures (UCP)

2020—2021 UCP Annual Notice

The Corcoran Joint Unified School District annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred. For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency. A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee. A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of the Corcoran Joint Unified School District

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district. We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE). We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. Copies of our UCP procedures shall be available free of charge.

For UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California Health and Safety Code (HSC)

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California Health and Safety Code (HSC) a notice shall be posted in each California state preschool program classroom in each school in our agency. The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) that apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Elizabeth Mendoza
Director of Categorical Programs
1520 Patterson Ave, Corcoran, CA
(559) 992-8888 x1246
emendoza@corcoranunified.com

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in Corcoran Joint Unified School District.

Revised 10/2020



Distrito Escolar Unificado de Corcoran

Notificación Anual de Procedimientos Uniformes de Quejas (UCP) 2020-2021

El Distrito Unificado Escolar de Corcoran notifica anualmente a sus estudiantes, empleados, padres o tutores de sus estudiantes, comité asesor del distrito, comités asesores de las escuelas, funcionarios de escuelas privadas pertinentes y otras partes interesadas de los Procedimientos Uniformes para Quejas (Uniform Complaint Procedures, UCP).

El Aviso Anual de UCP está disponible en nuestro sitio web.

Somos los principales responsables del cumplimiento de las leyes y reglamentos federales y estatales, incluyendo las relacionadas con la discriminación, acoso, intimidación y hostigamiento en contra de cualquier grupo protegido, así como todos los programas y actividades que están sujetos a los UCP.

Programas y actividades sujetos a la UCP

- Adaptaciones para alumnas embarazadas y alumnas(os) que son madres o padres
- Educación para adultos
- Educación y seguridad extraescolares
- Educación vocacional agrícola
- Educación técnica y vocacional y programas de formación técnica y vocacional.
- Cuidado y desarrollo infantil
- Educación compensatoria
- Solicitud Consolidada
- Cursos sin contenido educativo
- Discriminación, acoso, intimidación o acoso contra cualquier grupo protegido según se identifica en las secciones 200 y 220 y la Sección 11135 del Código de Gobierno, incluida cualquier característica real o percibida como se establece en la Sección 422.55 del Código Penal, o sobre la base de La asociación de una persona con una persona o grupo con una o más de estas características reales o percibidas, en cualquier programa o actividad conducida por una institución educativa, como se define en la Sección 210.3, que es financiado directamente por, o que recibe o se beneficia de, cualquier asistencia financiera estatal.
- Requisitos educativos y de graduación para alumnos bajo cuidado adoptivo temporal, alumnos sin hogar, alumnos de familias militares y alumnos que anteriormente estaban en el tribunal juvenil y que actualmente están inscritos en un distrito escolar
- Ley Cada Estudiante Triunfa
- Planes de Rendición de Cuentas de control local (LCAP)
- Educación para inmigrantes
- Minutos de enseñanza de educación física
- Cuotas de alumnos
- Adaptaciones razonables para alumnas lactantes.
- Centros y programas ocupacionales regionales
- Planes escolares para el logro de estudiantes
- Planes de seguridad escolar
- Consejos escolares
- Educación preescolar estatal
- Cuestiones de salud y seguridad en escuelas preescolares estatales en las LEA exentas de licencias

Y cualquier otro programa educativo estatal o federal que el Superintendente Estatal de Instrucción Pública (SSPI) del Departamento de Educación de California (CDE) o su designado considere apropiado.

Presentar una queja de UCP

Se deberá presentar una queja de UCP a más tardar un año a partir de la fecha en que ocurrió la presunta violación. Para las quejas relacionadas con los Planes de Responsabilidad y Control Local (LCAP), la fecha de la supuesta infracción es la fecha en que la autoridad de revisión aprueba el LCAP o la actualización anual que fue adoptada por nuestra agencia. Un alumno matriculado en cualquiera de nuestras escuelas públicas no deberá pagar una tarifa de alumno por participar en una actividad educativa. Se puede presentar una queja sobre la tarifa de un alumno ante el director de una escuela o nuestro superintendente o su designado. Se puede presentar una queja sobre una tarifa de alumno o sobre el LCAP de forma anónima, es decir, sin una firma que lo identifique, si el denunciante proporciona evidencia o información que conduzca evidencia para respaldar una alegación de incumplimiento.

Responsabilidades del Distrito Escolar Unificado de Corcoran

Publicaremos un aviso estandarizado, además de este aviso, con los requisitos educativos y de graduación para los alumnos bajo cuidado adoptivo temporal, alumnos sin hogar, alumnos de familias militares y alumnos que anteriormente estaban en el tribunal juvenil y que actualmente están inscritos en un distrito escolar. Aconsejamos a los denunciantes de la oportunidad de apelar un Informe de investigación de quejas sobre programas dentro del alcance de la UCP ante el Departamento de Educación (CDE). Asesoramos a los denunciantes sobre los remedios de la ley civil, que incluyen mandatos judiciales, órdenes de restricción u otros remedios u órdenes que pueden estar disponibles bajo las leyes estatales o federales de discriminación, acoso, intimidación o leyes de hostigamiento, si corresponde. Copias de nuestros procedimientos UCP estarán disponibles sin cargo alguno.

Para quejas de UCP con respecto a problemas de seguridad y salud preescolar del estado de conformidad con la sección 1596.7925 de la ley de salud y seguridad de Código de California (HSC)

Con el fin de identificar los temas apropiados de problemas de salud y seguridad preescolares estatales de conformidad con la Sección 1596.7925 de Código de salud y seguridad de California (HSC), se publicará un aviso en cada salón de clases del programa preescolar del estado de California en cada escuela de nuestra agencia. El aviso es adicional a este aviso anual de UCP y se dirige a los padres, tutores, alumnos y maestros de (1) los requisitos de salud y seguridad bajo el Título 5 del Código de Regulaciones de California (5 CCR) que se aplican a los programas preescolares del estado de California de conformidad con a la Sección 1596.7925 del HSC, y (2) la ubicación en la que puede obtener un formulario para presentar una queja.

Información de contacto

Las quejas dentro del alcance de la UCP deben presentarse ante la persona responsable de procesar las quejas:

Elizabeth Mendoza Directora de Programas Categóricos
1520 Patterson Ave, Corcoran, CA (559) 992-8888 x1246
emendoza@corcoranunified.com

El contacto anterior conoce las leyes y los programas que se les asignó para investigar en el Distrito Escolar Unificado de Corcoran.

Revised 10/2020

Corcoran Unified School
1520 Patterson Ave, Corcoran, California 93212
(559)992-8888-Fax (559)992-1248



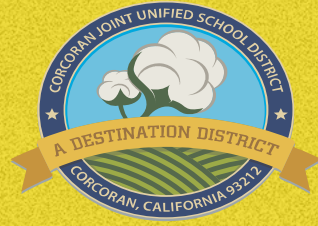
Support Services for CHS Students Who are Nursing Their Infants

Per Education Code 222 and Assembly Bill 302, Corcoran High School provides the following services to its students who are also mothers and nursing their infant(s).

- (1) Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
- (2) Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
- (3) Access to a power source for a breast pump or any other equipment used to express breast milk.
- (4a) Access to a place to store expressed breast milk safely.
- (b) A lactating pupil on a school campus shall be provided a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.
- (c) A school specified in subdivision (a) shall provide the reasonable accommodations specified in subdivisions (a) and (b) only if there is at least one lactating pupil on the school campus.
- (d) A school subject to this section may use an existing facility to meet the requirements specified in subdivision (a).
- (e) A pupil shall not incur an academic penalty as a result of her use, during the schoolday, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use.
- (f) (1) A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.
- (2) A local educational agency shall respond to a complaint filed pursuant to paragraph (1) in accordance with Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.
- (3) A complainant not satisfied with the decision of a local educational agency may appeal the decision to the department pursuant to Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations and shall receive a written decision regarding the appeal within 60 days of the department's receipt of the appeal.
- (4) If a local educational agency finds merit in a complaint, or if the Superintendent finds merit in an appeal, the local educational agency shall provide a remedy to the affected pupil.

*If you are currently nursing your infant child, please contact the main office to take advantage of the support services listed above.

Corcoran Unified School District
AB 2022 Pupil Mental Health Services: School Notification



Counseling Services

Corcoran Unified School District currently employs three full-time School Counselors. School Counselors are trained to help students succeed academically, socially, behaviorally and emotionally. They work directly with students to address academic and social-emotional needs, as addressed by parents, school personnel and other key stakeholders. They also collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

Within Corcoran Unified School District, School Counselors work with students to:

- Provide behavioral support to students through such services as:
 - direct behavioral support
 - consultation services to student or to in-line staff
 - data collection and BIP development
- Provide direct instruction on appropriate:
 - social skills
 - friendship skills
 - anger management
 - self-regulation
 - problem solving
- Provide individual services to students, as identified by key stakeholders
- Make referrals to outside agencies for mental health care

Students who may be in need of mental health services can be provided these services through the School Counselor and these services are generated by any stakeholder through a Student Study Team Referral, Section 504 and/or IEP. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Within Corcoran Unified School District, School Counselors work with students and their families to:

- Provide behavioral techniques and interventions to staff
- Create plans to support general education students who are experiencing behavioral issues within the school setting
- Provide parents with information to enhance parenting skills
- Make referrals to outside agencies for mental health care
- Make referrals and help coordinate community support services

Parents/Guardians who feel their student may be in need of mental health services can seek out these services by contacting the School Counselor, directly. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Psychological Services

Corcoran Unified School District currently employs one full-time School Psychologist. School Psychologists are credentialed professionals whose primary objective is the application of scientific principles of learning and behavior to reduce school-related problems and to facilitate the learning and development of children within the school district. They are trained to help identify specific learning and behavioral barriers and develop a plan to support the student and staff to assist the student in making progress toward their academic, social-emotional and behavioral goals. In addition to working directly with students, the School Psychologists also collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

Within Corcoran Unified School District, School Psychologists work with students to:

- Increase achievement by assessing barriers to learning and determining the best instructional strategies to improve learning
- Consult with staff and teachers to promote infusion of social-emotional learning with the classroom/curriculum.
- Help access universal mental and behavioral screening tools and provide early intervention for identified, at-risk students
- Develop and help implement school wide positive behavior interventions within a multi-tiered systems of support to address the social-emotional, behavioral and mental health needs of all students. Behavioral support for identified students through services such as:
 - assessment and interpretation of behavioral data to monitor response to multi-tiered interventions
 - behavior Intervention Plan (B.I.P.) development, and monitoring
 - suicide risk/threat assessment, suicide intervention and postvention
 - participation on crisis response team to provide mental health prevention, intervention, and postvention services.

- Support and improve behavioral functioning of identified students on the school campus
- Build protective factors that help establish students'™ long-term capacity for positive behavior, social competency, academic achievement, and emotional well-being.

Students who may be in need of mental health services can be referred to School Psychologist by any key stakeholder by making direct contact with the school. In many cases, these services are generated through a stakeholder through a Student Study Team, Section 504 and/or Individualized Education Plan. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

Within Corcoran Unified School District, School Psychologists work with students and their families to:

- Identify and address learning and behavior barriers that interfere with the student's academic, social-emotional, and behavioral progress and successes within the school setting
- Complete a multi-disciplinary psycho-educational evaluation of academic, social, emotional, and behavioral problems relative to student eligibility for special education services (within a multidisciplinary team)
- Support students' social, emotional, and behavioral health across both the school and home environments
- Increase positive behavior interactions with peers and staff
- Guide the implementation of a Behavior Intervention Plan or Functional Behavior Assessment
- Identify applicable community resources (food and clothing, support groups, mental health, substance use, etc), and link families with necessary resources to promote wellness and resiliency
- Make appropriate mental health related referrals to community agencies for the student and their family
- Effectively collaborate with outside mental health providers for the educational planning and implementation of a consistent treatment plan for the student and their family
- Develop a cooperative relationship with relevant mental health community professionals
- Encourage parent involvement and family collaboration to address mental and behavioral health problems for students
- Empower families and students to manage the myriad of county resources they may need in order to meet their child's mental health needs

Parents/Guardians who feel their student may be in need of mental health services can seek out these services by contacting the school site, directly. If said services are not available on the school site, a referral to a partnering agency will be made on behalf of the family and child.

The Corcoran Unified School District partners with Kings Behavioral Health. Kings Behavioral Health provides a wide variety of services to support students and families in need of mental health support. Their expertise runs that gamut. To contact Kings Behavioral Health, call 852-2444 or visit their website at www.kcbh.org

The Corcoran Unified School District also partners with Kings View Counseling Services. Kings View Counseling Services for Kings County promote the prevention of and recovery from mental illness and substance abuse for the individual, family and community by offering accessible, caring and culturally competent services. Kings View offers a wide variety of services and programs to children and adults. To contact Kings View Counseling Services, call 582-4481 or visit their website at www.kingsview.org

Distrito Escolar Unificado de Corcoran
AB 2020 Servicio Estudiantil de Salud Mental: Aviso Escolar



Servicios de Orientación

El Distrito Escolar Unificado de Corcoran actualmente cuenta con tres orientadores escolares de tiempo completo.

Los orientadores escolares están capacitados para ayudar a los alumnos a tener éxito académico, social, conductual y emocional. Trabajan directamente con los alumnos para abordar las necesidades académicas y socioemocionales, según como lo abordan los padres, el personal escolar y otros involucrados clave. También colaboran con educadores, padres y otros profesionales para crear entornos de aprendizaje seguros, sanos y de apoyo que fortalezcan las conexiones entre el hogar, la escuela y la comunidad para todos los alumnos.

Dentro del Distrito Escolar Unificado de Corcoran, los orientadores escolares trabajan con los alumnos para:

- Proporcionar apoyo conductual a los alumnos a través de servicios tales como:

- apoyo conductual directo
- servicios de consulta al alumno o al personal en línea.
- recopilación de datos y desarrollo del Plan de Intervención

Conductual (BIP, por sus siglas en inglés)

- Proporcionar instrucción directa en uso apropiado de:

- habilidades sociales
- habilidades de amistad ▪ manejo de la ira
- autorregulación
- solución de problemas

- Proporcionar servicios individuales a los alumnos, según lo identifiquen los involucrados clave

- Hacer remisiones a las agencias externas para el cuidado de salud mental

Los alumnos que puedan necesitar servicios de salud mental pueden recibir estos servicios a través del Orientador Escolar y estos servicios son generados por cualquier involucrado mediante una Remisión del Equipo de Evaluadores de Desempeño Académico, Sección 504 y / o Plan de Educación Individualizada (IEP, por sus siglas en inglés). Si dichos servicios no están disponibles en el sitio escolar, se hará una remisión a una agencia socia en nombre de la familia y el niño.

Dentro del Distrito Escolar Unificado de Corcoran, los orientadores escolares trabajan con los alumnos y sus familias para:

- Proporcionar técnicas conductuales e intervenciones al personal
- Crear planes que apoyan a los alumnos de educación general que experimentan problemas de conducta dentro del entorno escolar
- Proporcionar información a los padres para mejorar las habilidades de crianza
- Hacer remisiones a las agencias externas para el cuidado de salud mental
- Hacer remisiones y ayudar a coordinar los servicios de apoyo comunitario

Los padres / tutores que consideren que su hijo puede necesitar servicios de salud mental pueden buscar estos servicios comunicándose directamente con el orientador escolar. Si dichos servicios no están disponibles en el sitio escolar, se hará una remisión a una agencia socia en nombre de la familia y el niño.

Servicios Psicológicos El Distrito Escolar Unificado de Corcoran actualmente cuenta con un psicólogo escolar de tiempo completo. Los psicólogos escolares son profesionales acreditados cuyo objetivo principal es la aplicación de principios científicos de aprendizaje y conducta para reducir los problemas relacionados con la escuela y facilitar el aprendizaje y el desarrollo de los niños dentro del distrito escolar. Están capacitados para ayudar a identificar barreras de aprendizaje y conductuales específicas, y desarrollar un plan que apoye al alumno y el personal para poder ayudarlo en avanzar hacia sus metas académicas, socioemocionales y conductuales.

Además de trabajar directamente con los alumnos, los psicólogos escolares también colaboran con educadores, padres y otros profesionales para crear entornos de aprendizaje seguros, sanos y de apoyo que fortalezcan las conexiones entre el hogar, la escuela y la comunidad para todos los alumnos.

Dentro del Distrito Escolar Unificado de Corcoran, los psicólogos escolares trabajan con los alumnos para:

- Incrementar logros al evaluar las barreras para el aprendizaje y determinar las mejores estrategias instructivas para mejorar el aprendizaje
- Consultar con el personal y los maestros para promover la infusión del aprendizaje socioemocional con el salón de clases / currículo.
- Ayudar a tener acceso a herramientas universales de examinación mental y conductual y proporcionar intervención temprana para los alumnos identificados y en riesgo académico
- Desarrollar y ayudar a implementar intervenciones para la conducta positiva a nivel escolar dentro de sistemas de apoyo escalonados para poder abordar las necesidades socioemocionales, de salud mental y conductuales de todos los alumnos. Apoyo conductual para los alumnos identificados a través de servicios tales como:
 - evaluación e interpretación de datos conductuales para supervisar la respuesta a intervenciones escalonadas.
 - desarrollo del Plan de Intervención Conductual (BIP, por sus siglas en inglés), y supervisión
 - evaluación de amenaza / riesgo de suicidio, intervención de suicidio y posvención.
 - participación en el equipo de respuesta a crisis para proporcionar servicios de prevención, intervención y posvención de salud mental

- Apoyar y mejorar el funcionamiento conductual de los alumnos identificados en el plantel escolar.
- Desarrollar factores protectores que ayuden a establecer la capacidad a largo plazo del alumno para la conducta positiva, la competencia social, el rendimiento académico y el bienestar emocional. Los alumnos que puedan necesitar servicios de salud mental pueden ser remitidos al psicólogo escolar por cualquier involucrado clave al hacer contacto directo con la escuela. En muchos casos, estos servicios se generan a través de un involucrado mediante un Equipo de Evaluadores de Desempeño Académico, Sección 504 y / o Plan de Educación Individualizada. Si dichos servicios no están disponibles en el sitio escolar, se hará una remisión a una agencia socia en nombre de la familia y el niño.

Dentro del Distrito Escolar Unificado de Corcoran, los psicólogos escolares trabajan con los alumnos y sus familias para:

- Identificar y abordar las barreras de aprendizaje y conducta que interfieren con el progreso y el éxito académico, socioemocional y conductual del alumno dentro del entorno escolar.
- Completar una evaluación psicoeducativa multidisciplinaria de problemas académicos, sociales, emocionales y conductuales relacionados con la elegibilidad del alumno para recibir servicios de educación especial (dentro de un equipo multidisciplinario)
- Apoyar la salud social, emocional y conductual del alumno en los entornos tanto de la escuela como del hogar.
- Incrementar las interacciones de conducta positiva con los compañeros y el personal
- Orientar la implementación de un plan de intervención de conducta o evaluación de conducta funcional
- Identificar los recursos comunitarios aplicables (alimentos y ropa, grupos de apoyo, salud mental, uso de sustancias, etc.), y vincular a las familias con los recursos necesarios para promover el bienestar y la resiliencia.
- Hacer remisiones apropiadas relacionadas con la salud mental a las agencias comunitarias para el alumno y su familia
- Colaborar eficazmente con proveedores externos de salud mental para la planificación educativa y la implementación de un plan de tratamiento consistente para el alumno y su familia

- Desarrollar una relación cooperativa con profesionales relevantes de la comunidad de salud mental.
- Fomentar la implicación parental y la colaboración familiar para abordar los problemas de salud mental y conductual de los alumnos
- Capacitar a las familias y los alumno para administrar la gran cantidad de recursos del condado que pueden necesitar para satisfacer las necesidades de salud mental de sus hijos

Los padres / tutores que consideren que su alumno podrá necesitar servicios de salud mental pueden buscar estos servicios comunicándose directamente con el sitio escolar. Si dichos servicios no están disponibles en el sitio escolar, se hará una remisión a una agencia socia en nombre de la familia y el niño.

El Distrito Escolar Unificado de Corcoran se asocia con *Kings Behavioral Health*. *Kings Behavioral Health* ofrece una variedad amplia de servicios para ayudar a los alumnos y las familias que necesitan apoyo de salud mental. Su experiencia recorre esa gama. Para contactar a *Kings Behavioral Health*, llame al 852-2444 o visite su sitio web en www.kcbh.org

El Distrito Escolar Unificado de Corcoran también es socio con *Kings View Counseling Services*. *Kings View Counseling Services* para el Condado de Kings promueve la prevención y recuperación de enfermedades mentales y abuso de sustancias para el individuo, la familia y la comunidad al ofrecer servicios accesibles, atentos y culturalmente competentes. *Kings View* ofrece una variedad amplia de servicios y programas para niños y adultos. Para comunicarse con *Kings View Counseling Services*, llame al 582-4481 o visite su sitio web en www.kingsview.org

CORCORAN HIGH SCHOOL

CORCORAN UNIFIED SCHOOL DISTRICT

1100 Letts Avenue

Corcoran, CA 93212

(559) 992-8884 • Fax (559) 992-1239

August 3, 2020

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:

- Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- Is teaching in the field of discipline of the certification of the teacher

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact **Antonia Stone** at **(559)992-8884**.

Sincerely,

Antonia Stone

CORCORAN HIGH SCHOOL

CORCORAN UNIFIED SCHOOL DISTRICT

1100 Letts Avenue

Corcoran, CA 93212

(559) 992-8884 • Fax (559) 992-1239

3 de Agosto, 2020

A los padres/tutores:

Su hijo/a asiste a una escuela que recibe fondos del Título I según lo establece la Ley Federal para la Educación Primaria y Secundaria (Elementary and Secondary Education Act, ESEA). A comienzos de cada año escolar, las agencias de educación locales que reciben fondos del Título I están obligadas a notificar a los padres de los estudiantes que asisten a una escuela de Título I que pueden pedir, y la agencia proporcionará a los padres a su solicitud (y de manera oportuna), información sobre las cualificaciones profesionales de los maestros del aula del estudiante, incluyendo como mínimo:

1. Si el maestro del estudiante:

- cumplió con los criterios de cualificación y licencia estatales para los grados y las materias que el maestro imparte;
- da clases con un permiso de emergencia u otro tipo de permiso que está exento de los criterios de cualificación o licencia estatales; y
- da clases en el campo de estudio de certificación del maestro.

2. Si el menor recibe servicios de paraprofesionales y, de ser así, sus cualificaciones.

Si desea obtener esta información, sírvase ponerse en contacto con **Antonia Stone** al **(559)992-8884**.

Atentamente,

Antonia Stone

LCAP Federal Addendum System

Title II, Part A

User: Mendoza E

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed** unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Corcoran Joint Unified:

New Teacher Orientation The NTO is a 2-day orientation for new teachers to the district. The orientation content includes classroom management, lesson planning, supporting EL learners and students with special needs, District initiatives, policies, compliance and classroom observations.

Monthly Meetings for New Teachers

Academic coaches host and plan monthly professional development meetings for new teachers. These professional development sessions are organized by the local district and are designed to meet the professional needs and interests of the teachers. New teacher meetings create a community for new teachers and allow for collaboration in **level** alike groups and new ideas to implement in their classrooms. Topics range from best practices and classroom management, lesson planning development, culturally relevant teaching, and strategies to promote emotional well-being.

Teacher Support and Evaluation

To ensure students have access to effective instruction, teachers are provided with onsite coaching by academic coaches in core academic areas. Academic Coaches support the development of increasingly high-quality teaching and learning practices. Observations, conferencing opportunities, and professional goal-setting activities are conducted with both a coach and with the principal. A series of reflection activities are conducted throughout the year. This process incorporates best practices in coaching, feedback, and encourages professional reflection and growth to ensure students have access to high-quality teachers.

Through the continuing implementation of Professional Learning Communities (PLC's) and Datawise Process, we work together using a Data Wise process that supports staff in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students. K-5 sites incorporate Early-Out Wednesday's each week of the year to allow time for continuous professional development while our 6-12 sites follow a Late Start every Wednesday and provide professional development for staff during that allotted period of time.

Evaluations by principals are conducted for tenured teachers every other year after three formal observations. For non-tenured teachers, evaluations a year with six formal observations conducted by the principal. The principal based on the outcomes of the observations may assign additional coaching support to teachers.

Other School Leaders Other school leaders include academic coaches and counselors. Kings County or Tulare County Consultants provides academic coaches training during the summer or throughout the year. Depending on the needs of the sites, the training may be in ELA, Writing, Science, or Mathematics.

Training of Trainers models are used to build capacity within the District and to give the Academic Coaches the ability to grow professionally within their assignment or to seek advancement opportunities.

Principals and Other Site Administration

Principal and administrator meetings are held monthly with district administrators to review data, goals, and to discuss site issues. These are professional learning sessions for principals that provide opportunities for system-wide learning with the Superintendent and district leadership.

Principals, assistant principals, learning directors, and all other administration attend all professional development with teachers. They are supported by the trainers of the professional development and are administration's understanding is calibrated so that implementation is carried out across the district effectively. Monthly PAC meetings are held to discuss goals, provide support, to identify concerns, address those concerns with concrete explanations and plans, to set reasonable expectations for success, and to determine how to measure those expectations.

Advancement Opportunities

Employees who aspire to assume the role of principal or assistant principal are provided the opportunities to shadow administrators in the districts and are given training opportunities. In addition, they are given the opportunities to attend administrative training opportunities within the district or outside the district. Aspiring employees build their leadership capacity through extensive practice at their sites as a PLC leader using multiple sources of data to analyze school context and to develop an entry plan for assuming the role of a principal or assistant principal.

Advancement opportunities are provided for administrators based on need and personal interest. A professional plan is developed with the Superintendent and identified activities are created and written into an annual plan that is reviewed twice a year.

APPROVED BY CDE

Prioritizing Funding ESSA

SECTION 2102(b)(2)(C) Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Corcoran Joint Unified:

Corcoran Unified School District analyzes multiple measures based on the California state school accountability dashboard in addition to the Local Control Accountability Plan targets in order to determine the appropriate professional development activities to support schools requiring comprehensive support and targeted support. Analysis of the data occurs during District Leadership team meetings, monthly CSI Advisory meetings with District leadership, and district parent advisory council meetings. In addition, the district has developed various data dashboards to monitor and evaluate school progress. Based on this analysis process, differentiated support based on the multi-tiered systems of support will be identified to support schools in need of comprehensive and targeted assistance as well as those with the highest percentage of underperforming students. Tier 1 approaches are focused on supporting the implementation of effective first instruction by aligning the use of assessments to determine appropriate instructional supports. Tier 2 and 3 approaches are expected to use assessment data to identify evidence-based instructional interventions to support the acceleration of student learning.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Corcoran Joint Unified:

Corcoran Unified School District regularly reviews and analyzes Inspect Assessment data to continually update and improve activities for professional growth and professional improvement. Each trimester the Director of Educational Services, the Superintendent, and the Site Principals determine areas of need by reviewing Inspect Assessments in ELA and Math. The topics chosen for professional growth are then shared with each site's leadership team. There may be slight differences in professional growth targets as per site data. As a whole, there are some district foci such as ELA, Math and Long Term English Learner progress.

Site Leadership teams made up of Principals, other school leaders, and teachers) meet to review Inspect Assessment data every trimester and to plan how to deliver the data to other teachers, specialized instructional support personnel, and paraprofessionals

at their PLCs. Once at their PLC meetings, teachers, administrators, specialized instructional support personnel and paraprofessionals set goals and determine their course of action based on students' needs. Each site's Single Plan for Student Achievement reflects the monitoring metrics used to assist in targeting needs, allocating resources, and evaluating program effectiveness. Disaggregated data is analyzed each trimester after the Inspect Assessments to guide the responsible allocation of resources to ensure a safe and productive learning environment with the best overall educator effectiveness.

Principals, teachers, other school leaders, specialized instructional support personnel, and professionals will provide input on the strategies and activities that were agreed upon after the PLC meeting at the trimester. This occurs six weeks after the meeting as a follow-up. Adjustments are made using local measures and data for continuous improvement. If the stakeholders note additional professional development, strategies, or activities for improvement, those adjustments are made and followed up within the next six weeks.

Data is reported to our stakeholders including our governing board, parents, and the community at School Site Council meetings held five times a year, School Board meetings held bimonthly, and LCAP meetings held five times a year. A needs assessment is conducted during each data review portion of the meeting. Our stakeholders provide us with valuable feedback, which is used to guide and adjust instruction. Professional development may also be adjusted based on data review feedback.

Surveys taken by staff after professional development sessions are also a way we collect valuable feedback and information from teachers, paraprofessionals, principals, and specialized instructional support personnel. These surveys can gauge what is working and we use them to adjust our Title II activities accordingly.

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Compensatory Education 17.1

What is a SARC?

Learn more about Corcoran High School learning environment, efforts in meeting state and federal academic achievement standards, quality of instruction, textbook availability, teacher quality, campus security and safety, and education- related expenses.

A SARC or “School Accountability Report Card” is an annual report to the parents of California’s school children and is required by the State of California. The SARC provides parents with mandated information about the overall performance of the school their child attends. Demographics, student testing data, teacher qualifications, textbook sufficiency, and school safety are among the many areas that are covered in this report.

A copy of our 2019-20 Annual School Accountability Report Card is available in the school office, at the district office, and on the district’s website: corcoranhs.corcoranunified.com or corcoranunified.com

School Accountability Report Card (SARC)

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

*For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.

*For additional information about the school, parents/guardians and community members should contact the school principal (Antonia Stone) or the district office.

A hard copy of this report is available upon request. Please contact the Principal of the school Antonia Stone by emailing astone@corcoranunified.com or by calling phone (559) 992-8884.

Parent and Family Engagement

PARENT AND FAMILY ENGAGEMENT POLICY

Corcoran High School recognizes that, when schools and parents form strong partnerships, children's potential for educational success improves significantly. The California Education Code and the Parents As Equal Partners Resolution guide all school and District practices regarding the engagement of parents in their children's education. In addition, the California Education Code requires that every school receiving federal funds establish a School Site Council (SSC). Parents must be involved in advising or, as members of the SSC, in making decisions about the school's educational program, the use of categorical funds to support these programs, and the school plan to involve parents in their children's education. Under the new Every Student Succeeds Act (ESSA), the District has established a Title I Parent and Family Engagement Policy and directs all schools to annually review and revise, as necessary, their school's Title I Parent and Family Engagement Policy. In addition, all schools with twenty-one or more English Learners (EL) students, not including Reclassified Fluent English Proficient (RFEP) students, are required to establish an English Learner Advisory Committee (ELAC).

The Parent Engagement Policy sets standards for effective parental engagement and guides school efforts to effectively engage parents at all grade levels in a broad range of roles and activities. These requirements are the following:

- Convene an Annual Title I meeting where all parents of participating children are invited and encouraged to attend

- Offer a flexible number of meetings with funds provided under this part

- Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan

- Respond effectively to parent concerns, provide timely information, a description of the curriculum used, forms of academic assessment, and measure of student progress

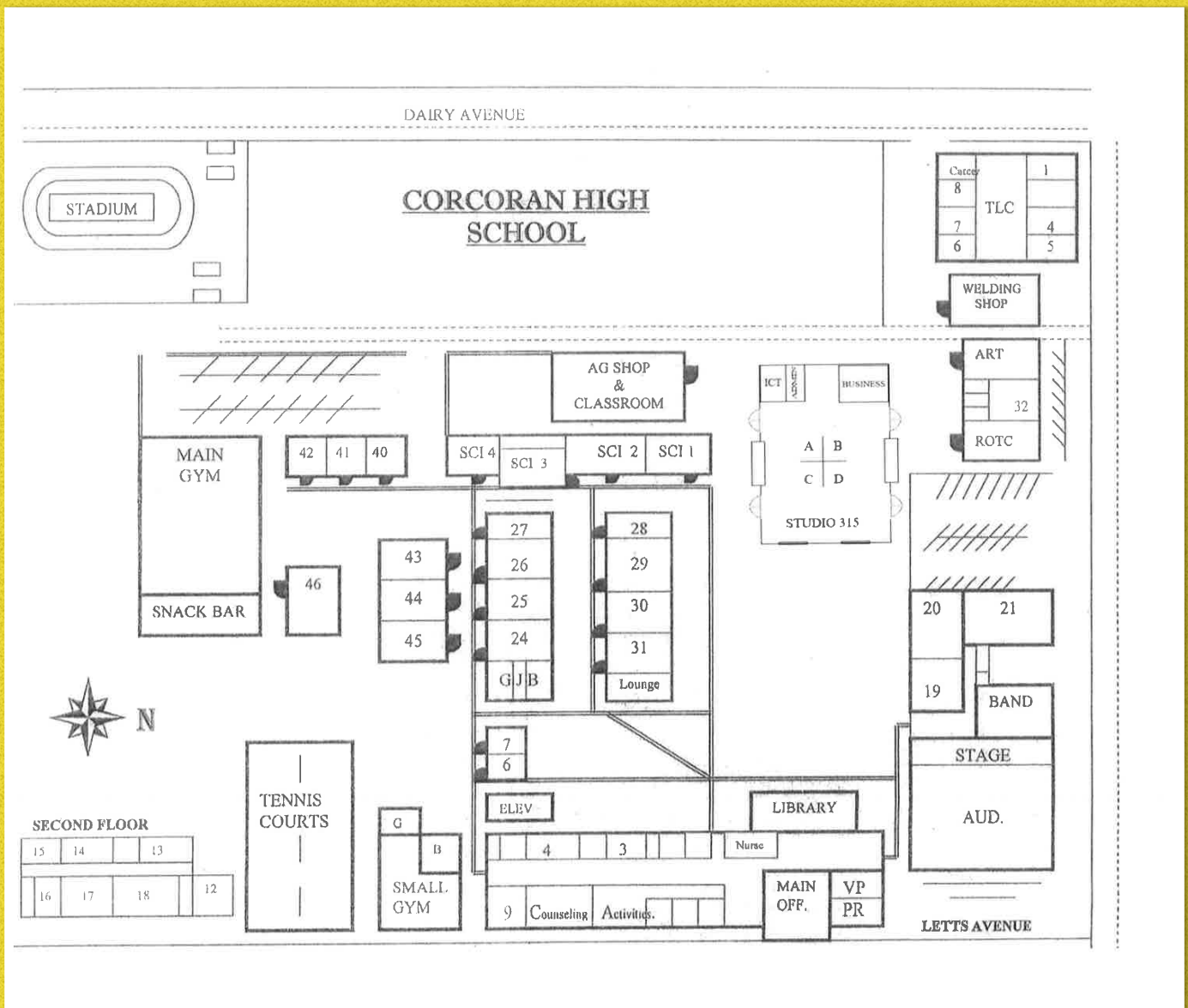
- If the program is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA

Parents may visit corcoranhs@corcoranunified.com to view our Parent and Family Engagement Policy for Title I schools.

It Takes Five To Thrive



Corcoran High School Campus Map



Corcoran FFA

Livestock Exhibitors Handbook



Together We Can. Together We Will.

*Corcoran
FFA*

est. 1945

Kings Fair 2021

June 10 -13th



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CORCORAN FFA - Species Advisor Contact List

Species	Advisor	Contact Info
Beef Swine Dairy	Mr. Newby	Cell: 661-706-7023 Email: dustinnewby@corcoranunified.com
Sheep Goats	Mr. Robinson	Cell: 760-520-3826 Email: milesrobinson@corcoranunified.com
Rabbits Poultry	Mrs. Granicy-Bognuda	Cell: 661-860-7019 Email: viktoriagranicy@corcoranunified.com



CORCORAN FFA - Project Guidelines

The following duties and responsibilities are standard for any and all animal projects. These are the ultimate responsibility of each exhibitor and will result in a breach of contract if not fulfilled.

Daily Activities

1. Spend time with your animal, observe and exercise it.
2. Check the amount of feed in the feeder and make sure the animal is clean and dry. Feed twice a day at scheduled times according to the amount of feed instructed by the advisor. **Do not overfeed your animal.**
3. Check the amount of water your animal has and that it is cool and free from debris. **Do not leave your animal without water.**

Periodic Activities

1. For the duration of the project, the student will attend project meetings scheduled at the beginning of the project. Individual schedules from each species advisor will be handed out once the project is secured. Species advisors will outline expectations for attendance.
2. Students keeping their animals at the school farm will attend animal weigh-ins.
3. Students keeping their animals off campus will schedule project visits with the species advisor.
4. Students keeping their animals on campus will be required to perform farm clean-up days.

Activities Prior to Fair

1. Take steps to secure a buyer for the animal by sending out letters.
2. Attend and participate in show practices prior to the fair, these will be scheduled by your species advisor.
3. Prepare animals for the show: includes any washing and clipping/shearing in the week before the fair.
4. Prepare and have the proper show uniform. An FFA jacket **CAN** be rented from Corcoran FFA.
5. Students keeping their animals at the school farm will help in the loading process of animals for fair haul-in; including tack, shavings, feed, etc.
6. Students keeping their animals off campus will notify their species advisor if they need assistance hauling their animal to the fair.

Activities at Fair

1. Be at the fair for all purposes of caring for and preparing the animal for show.
2. Serve barn duty on a rotational basis while at fair. Species advisors will outline barn duty schedules and any accommodations will be made on an individual basis.
3. Participate in meetings as well as feeding, barn clean up, and show prep. **NO EXCEPTIONS!**
4. Check animals periodically throughout the day.



CORCORAN FFA - Exhibitor's Contract

As an exhibitor with the Corcoran FFA Chapter, you are a member of the Corcoran FFA Show Team. You are encouraged to take advantage of the facilities that have been built and dedicated to your learning. As with any team, you will support your fellow exhibitors. Remember, each jacket says "Corcoran" in the show ring, and good sportsmanship amongst your teammates is required.

1. Exhibitors must maintain a 2.0 GPA. GPA will be based on Fall semester grades of the year the student is showing.
2. Exhibitors agree to follow the directions of all advisors at all times.
3. For the duration of the project, exhibitors will attend project meetings scheduled at the beginning of the project. Individual schedules from each species advisor will be handed out once the project is secured. Species advisors will outline expectations for attendance. Any unexcused absence at any of these meetings could potentially result in a "strike".
4. Exhibitors will be responsible for completing the following prior to their fair check being issued:
1) Complete & updated AET record book, 2) Thank-you letter to buyer and add-on bids, 3) Cleaning of the animal pen at the school farm 4) Return of all equipment or supplies loaned to the student for the duration of the project
5. Exhibitors agree to fulfill all requirements outlined in the "Species Project Guidelines" provided by their species advisor.
6. It is advised that all livestock projects be kept at the Corcoran Agriculture Department School Farm, any exhibitor housing their animal off the school farm should be self sustaining.
7. Exhibitors are required to wear the "Official FFA Show Uniform" on all show days. Exhibitors are required to obtain their own FFA jacket prior to the fair; Corcoran FFA will loan out jackets.
8. CHSD dress code and all school rules apply while exhibiting at the fair.

ANY EXHIBITOR FAILING TO COMPLY WITH THE EXPECTATIONS LISTED ABOVE MAY NOT BE ALLOWED TO HAVE FURTHER PROJECTS AND SHOW WITH THE CORCORAN FFA CHAPTER.



CORCORAN FFA - School Farm Use Agreement

INTRODUCTION:

The following is a list of rules and responsibilities that students must follow for a student to have access to and use the CUSD School Farm Facility. It is the responsibility of the Agricultural Teachers and Maintenance Staff to monitor the conduct and behavior of all CUSD students utilizing the CUSD School Farm. Students must be enrolled in Corcoran FFA or Corcoran 4H in order to use the facility, no independent showman will be allowed to house animals at the farm.

1.	Students are responsible for the feeding and care of livestock. This includes but is not limited to: <ul style="list-style-type: none">A. Fresh Water SupplyB. Proper Feeding twice a dayC. Vaccination and Medication of AnimalsD. Washing and Grooming of AnimalsE. Exercise and weighing of animal
2.	Pens and other facilities must be cleaned on a daily basis. This includes, but is not limited to: <ul style="list-style-type: none">A. The removal of animal waste from the pen and disposing of in the correct locationB. Rinsing Concrete Pens when applicableC. Raking Sheep and Cattle PensD. Cleaning-up spilled feed or hay and sweeping the barnE. Buckets and feeders must be cleaned once a weekF. Report any issues or maintenance needs to Advisors ASAP
3.	Students and families understand that using the farm is a privilege and not a right. Tools and equipment belonging to the farm will be used properly and stored according to the Ag Teachers request. This includes but is not limited to: <ul style="list-style-type: none">A. Dumping wheelbarrows after every useB. Hanging tools on proper hooksC. Rolling hoses in alley and in front of sheep pensD. Animals are generally housed on the farm during the following months:<ul style="list-style-type: none">a. Cattle: September-November to Juneb. Swine: February-Junec. Sheep/Goats: January/February-Juned. Rabbits and Poultry: May-June
4.	When animals are clipped or sheared it is the student's responsibility to clean-up hair and wool immediately and dump it in the trash cans or dumpsters.
5.	Trash cans are for trash only. Manure and or old feed are not to be dumped in trash cans. This ruins the cans and makes it difficult to dump. All animal waste and old feed must be placed in large dumpsters.
6.	Animals cannot be brought on site without the permission of the appropriate Agriculture Teacher, please arrange arrival of livestock at least 1 week prior with appropriate species advisor. No dogs

	are allowed on site at any time!
7.	Students are to feed during daylight hours only. This means from 6:00 AM to 9:00 PM. Student's onsite after 9:00 PM will be asked to leave. No one should be on site when classes are in session at the school.
8.	Students are to store feed and equipment in the tack stalls provided to them. Equipment left out will be confiscated or thrown away.
9.	Supplies and equipment must be stored out of the weather and in an area out of the way of traffic and animals.
10.	4H members must supply all of their own equipment, cleaning supplies, bedding and feeders/feed - FFA will not be providing or selling these items to 4H.

BIOSECURITY AND SAFETY MEASURES FOR ILLNESS/DISEASE/INJURY PREVENTION:

All FFA and 4H students housing their fair projects at the school farm will adhere to the following:	
1.	Students will be required to attend a fall farm clean up and two spring clean up days in addition to the final barn clean out after fair (4 total days).
2.	Students will bring a bottle of hand sanitizer or hand soap to keep in their locker and use before and after interacting with animals.
3.	Students will not touch other students' projects.
4.	Students will not jump through pens to get to their livestock. They will use the approved gates and alleyways to access their pen.
5.	Students will shut and secure all gates behind them as they are coming and going at the farm.
6.	Students and parents are to respect a 5 mile an hour speed limit in the parking area and will never drive on the farm without permission from advisors.
7.	The farm is a working facility, not a petting zoo or hang out spot, please understand all CUSD school policies are in effect at all times. Outside guests are not allowed on the farm without a member with them at all times!
8.	Students will respect the policy to be mindful of what is filmed/recorded on the farm-sick animals should never be posted on social media!

PLEASE BE ADVISED:

Padlocks will not be supplied to students for storage lockers. It is highly encouraged that students get combination padlocks for their feed storage containers. The combination will be supplied to the species-specific advisor. Any other padlock, other than a combination, will be removed by a Corcoran FFA advisor, DO NOT USE A KEY LOCK FOR YOUR ANIMALS PEN!!!



CORCORAN FFA - Livestock Showmen Policies & Procedures

1) Introduction:

Raising a livestock project as your SAE (Supervised Agricultural Experience) Project can be one the best and most rewarding activities you can be involved in during high school. These projects teach responsibility, livestock management skills and leadership. Students have the opportunity to raise a variety of species including sheep, hogs, poultry, meat rabbits, beef cattle and dairy cattle. Any type of market animal project must be sold once the animal has reached a market weight, animals cannot be housed at the school farm after June 30th. (Unless given prior approval from the lead FFA Advisor.) Kings County FFA members have traditionally sold their projects through the Kings County Fair (KCF), which is held in early June. The fair is a venue for students to sell their livestock projects at a better than market value.

Raising an animal to sell at the Kings County Fair is a privilege, not a right. Students must meet the following expectations (as per CHS Ag Department Policy) to exhibit their animal at the Kings County Fair and have an association with CHS FFA. Students must also meet school and department expectations as well. Students who fail to meet these expectations will lose this privilege and have to find other venues to house and sell their animal. There are a number of rules governing FFA Student participation at Fairs and Expositions. These include the Kings County Fair rules and the California Department of Food and Agriculture (CDFA) Fairs and Expositions (FE) Department, The CDFA Fairs and Expositions Rule Book can be found online.

Students and parents, please read the following expectations, carefully. Once you have read and understand them, please sign in the space provided. Students will also need to obtain signatures from the species advisors prior to starting a project in association with the Corcoran FFA.

2) Ag Department Academic Guidelines:

A grade point average of "C" (2.0) with no "F" letter grades during each grading period. Should an individual fall below the above requirement, a grading period (6 weeks) probationary period will be provided to allow the student to bring up his/her grades. If unsuccessful in bringing the grades up to the standard required, the student will not be eligible for participation in livestock/FFA activities during the next grading period (6 weeks) and until his/her grades meet the academic standards at the regular grade reporting period. It is the responsibility of the student to check with their Learning Director or Agriculture Instructor at the beginning of the fall semester if they feel that their summer school grades have affected their eligibility.

3) Agriculture Department Requirements:

In order to emphasize the importance of academic achievement, personal leadership and FFA participation the following constitute minimum requirements for student participation in FFA Fair Livestock Projects.

- A. Students must maintain a "B" or better in all Agriculture classes. This is not an average of all of the student's classes.
- B. Students must be active FFA members, meeting the 10 activity requirement throughout the year.
- C. Students must be in good standing with all current Agriculture Instructors and other teachers. Students should

not have excessive tardies or behavioral detentions from these instructors.

- D. Students wishing to exhibit a beef project, must have shown a market lamb or market hog prior to starting a beef project with Corcoran FFA unless given approval by the advisor.
- E. With the fair being during finals week, it is recommended that students only exhibit one livestock species at the fair to better focus on their academics and their projects.
- F. Advisors will not excuse students for approved FFA show day(s), loading in and weigh-in and assigned FFA barn duty. Students must attend every day of the county fair and the necessary events before (set-up, clipping) and after (fair load out and farm clean up) the KCF.
- G. Students and families are assuming responsibility for the entire cost of this project. The FFA will not front any money for members for any reasons and all Fall FFA debts must be cleared before animals can be purchased for the KCF. All expenses will be explained in species-specific meetings and the entire amount will be broken up into payments throughout the school year. Loans are available for FFA members; paperwork must be filed before the department will approve the purchasing of an animal for the school.

4) Daily Activities:

- A) All school rules are in effect at the school farm and at the county fair, students who fail to follow rules and expectations will be removed from the farm and not allowed to show or sale.
- B) Spend time everyday, twice a day with your fair project, observe and exercise it in order to produce a high quality animal.
- C) All animals housed at the school farm will be kept on the feed plan as directed by the livestock advisor. Students are required to provide their own feed.
- D) Check the amount of feed you have in your locker and communicate with your project advisor if more is needed at least 3 days before you will run out of feed. All animals fed twice a day at scheduled times, self-feeders will not be allowed.
- E) Thoroughly clean the pen at least once a day.
- F) Animals shall be provided clean, fresh water. Buckets or waterers shall be cleaned routinely to be free of debris (2-3 times a week).
- G) You are to take responsibility for your animal and your animal only. Do not feed or clean other student's pens without prior communication and approval from that exhibitor. Failure to follow this will result in a strike. You are not allowed to enter the pen of any animal that is not yours unless you have been given previous approval from Advisors

5) Periodic Activities:

- A) Attend for the duration, project meetings approximately every two weeks. This includes weekly weigh in days at school if your animal is housed there.
- B) Be at your project site when the advisor checks your animal if it is housed off school grounds.
- C) Perform barn duty functions on a rotational basis if your animal is housed at school.
- D) Your species advisor must be given 1 week notice prior to you leaving town for three or more days. You will have to make arrangements to have your animal fed by another project member; outside individuals cannot care for you animal in your absence. See specific species contracts for how each advisor handles this process.

6) Prior to Fair:

- A) Find a buyer for your animal. A livestock showman is expected to help with the buyer's appreciation lunch being held in the springtime.
- B) Attend and participate in mandatory showmanship practices and the CHS Farm Fair. Failure to participate in the CHS Farm Fair will result in not showing at the Kings County Fair.
- C) Attend your clipping dates for your species, approximately 3-7 days before the county fair. If you do not attend

your clipping day you will not be allowed to show at the KCF.

- D) Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member that is NOT exhibiting any type of livestock at the fair. Failure to have the proper show uniform for any reason will disqualify that student from showing.
- E) Obtain the proper equipment as directed by your livestock species advisor (feed pan, show cane/stick/pipe, brush, soap, rubbing alcohol, rags, spray bottle, hair conditioner, hose and show box).
- F) All exhibitors are required to help set up pens at the fairgrounds and load tack in the before the fair starts.
- G) If animals are not housed at the school farm, exhibitors are required to haul their animal to the fair unless they have made arrangements to be hauled by the advisors.
- H) Pay off all FFA debt prior to the County Fair by May first. No member will be allowed to show if they have debt at CHS related to FFA.

7) Activities at the Fair:

- A) Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal for show.
- B) Exhibitors are NOT allowed in the carnival area until the completion of the last show day for their respective species.
- C) Exhibitors must be in their barn area no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor.
- D) Animals must be checked daily by their owners. Exhibitors must serve scheduled barn duties, which includes being on time, keeping the animals, pens, aisles, and tack areas clean and watering all animals at least once during the shift.
- E) All exhibitors are required to be present to load their own animal and participate on weigh day.
- F) On show days, all exhibitors are required to stay in the barn area for the duration of the show.
- G) Exhibitors must be present for the sale of their animal and may be asked by the Kings County Fair to assist with the sale by being a runner to the sale clerk to have bidders sign animal buy sheets.
- H) All exhibitors are required to help clean up and load tack on the last day of the fair.
- I) All exhibitors are required to work together, follow all instructions from the advisor, and cooperate with a POSITIVE ATTITUDE.
- J) Each exhibitor also agrees to allow any Corcoran FFA advisor to pick up his/her auction check from the fair.

8) Conclusion of the Fair:

- A) If for any reason animals are not taken to fair or are not sold through the auction, they must be removed from the school farm by June 30th, 2019 or they will be processed or sent to auction and the exhibitor will be charged a 150.00 fee. (The exception to this rule is prior approval from the lead FFA advisor for students showing at State Fair or students with breeding projects.)
- B) At the conclusion of the fair, each exhibitor will be required to:
 - a) Attend their species barn clean-up day and turn in their farm keys. If they do not attend the farm clean-up day and fail to return keys students will be charged a 100.00
 - b) Write a thank you letter to the buyer(s) of his/her animal. Write thank you letters for any Buyer Add on's received for his/her animal.
 - c) Complete their FFA AET record book pertaining to their project. Checks will not be given to exhibitors until the above responsibilities have been completed.

9) Disciplinary Procedures:

- A) A "Three Strike" discipline system is used by the Corcoran FFA advisors. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike". Infractions include, but are not limited to, missing a project meeting/weigh day without prior notice, neglect of animals (feeder empty, not feeding on time, pen not cleaned, etc.), failure to perform required duties before and/or during the fair. Once a student has received three strikes, he/she forfeits his/her privilege to show with Corcoran FFA.
- B) Other disciplinary problems may result in the removal of exhibitor and animal from the school farm (if housed there) or fair, withdrawal of animal from the fair livestock auction, and/or loss of showing privileges with Corcoran FFA for one or more years. This includes issues with parents and family members-please always maintain respect of those around you during this project.



CORCORAN FFA - School Farm Rules

1. All Corcoran High School District policies & rules apply at the school farm at all times.
2. All gates must be closed and locked at all times
3. Only students and their parents with an animal housed at the school farm are allowed on the property.
4. **School farm hours are 6 am to 9 pm.** No one shall conduct any activity outside these hours unless prior arrangements have been made with the species advisor.
5. No dogs allowed on the school farm at any time (service animals only)
6. All motor vehicles belonging to students, parents, and visitors must be parked in the designated areas outside the front gate.
7. All trash must be put in proper receptacles and dumpsters.
8. Any change to any farm structure must receive prior authorization from the species advisor.
9. Any use of equipment, other than hand tools, must be under the direct supervision of an Agriculture Instructor.
10. All animals coming onto the farm must have prior approval with the species advisor. No animals will be moved from their assigned pen without prior notice and approval from the species advisor.

FAILURE TO COMPLY WITH THE EXPECTATIONS LISTED ABOVE MAY RESULT IN BEING ASKED TO FIND ALTERNATIVE HOUSING OR THE SALE OF THE ANIMAL.



CORCORAN FFA - Discipline Procedure & Three Strikes Policy

1. The Three Strike Policy is used by the Corcoran Agriculture Department. Any student failing to comply with their obligation to their project in accordance with the rules and guidelines set forth by the species advisor will receive a strike. At three strikes the student forfeits their privilege to show with the Corcoran FFA Chapter.
 - a. Dependent on the severity of the offense; three strikes may be used up in one event
 - b. Strikes are given at the discretion of ALL advisors
2. Other disciplinary problems may result in the removal of the exhibitor and their animal(s) from the school farm or fair, withdrawal of animals from the livestock auction, and or loss of showing privileges for one fair or more.
3. If the exhibitor is no longer allowed to exhibit their animal at the fair, their animal will be taken to process at the expense of the student/parent/guardian. If an animal must be removed from the farm the student has 7 consecutive days to remove.
4. The species advisor will be in communication with the parent/guardian if the student is not meeting their required responsibilities as well as when or if further action is taken. If a strike is given all parties; parent/guardian, student, school site administrator, and species advisor will sign the Three Strikes Policy.



CORCORAN FFA - Signature of Acknowledgement

Print Student Name _____

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules and guidelines set forth by the Corcoran Agriculture Department. Please sign below for each form and return this handbook to your species advisor. A copy will be kept in your student file. If you have any questions please contact Mr. Newby, Mr. Robinson, and Mrs. Bognuda.

CIRCLE WHICH SPECIES YOU PLAN TO SHOW:

Swine

Sheep

Goats

Beef

Dairy

Poultry

Rabbits

CONTRACTS:

Projects Guidelines

Parent Signature

Date

Exhibitor Signature

Date

Corcoran Agriculture Department Exhibitor's Contract

Parent Signature

Date

Exhibitor Signature

Date

Corcoran Agriculture Department School Farm Animal Housing Contract & School Farm Rules

Parent Signature

Date

Exhibitor Signature

Date

.....
ADVISOR USE ONLY: Student is cleared to show

Advisor Signature

Date



CORCORAN FFA - Buyer Letter Outline

YOUR NAME
YOUR STREET ADDRESS
CITY, STATE ZIP-0000

INVITEE NAME (or BUSINESS)
STREET ADDRESS
CITY, STATE ZIP – 0000

TODAY'S DATE

DEAR _____,

In the first paragraph talk about yourself and what you have done in FFA (example: My name is _____, I am a member of the Corcoran FFA Chapter and this is my _____ year in FFA.)

In the second paragraph talk about the show you go to and talk about the kind of animal you are raising and how many years you have raised that animal as an FFA project.

In the third paragraph tell them when the show and auction are. Invite the buyer to the show. Encourage the buyer to go to the auction. Also, advise the buyer of the showmanship date and time for your species and encourage them to attend that event at the Fair.

In the fourth paragraph, tell the buyer that you hope to see them at the show and hope they will consider bidding on one of your animals.

Sincerely (or Yours Truly, or any other polite closing),

Sign your name here

Your Name
Corcoran High School FFA

Insert your expenses and pictures of you and your project here.



CORCORAN FFA - List of Buyer

Corcoran

1. Lakeland Dusters - 7120 Whitley Ave, Corcoran, CA 93212
2. J-G Boswell Co -710 Bainum Ave, Corcoran, CA 93212
3. Hansen Ranches -7124 Whitley Ave, Corcoran, CA 93212
4. Boyett Farms Shop-1021 Claire Ave, Corcoran, CA 93212
5. CT Farms PO box 1170 Corcoran CA 93212
6. CT Spreading PO box 1170 Corcoran CA 93212
7. Sawtell and Rosprim - 542 Otis Ave, Corcoran, CA 93212
8. Quinn CAT - Corcoran, CA -510 Pickerell Ave, Corcoran, CA 93212
9. S & R Specialty Equipment Co-830 Jepsen Ave, Corcoran, CA 93212
10. Foster Poultry Farms- 4973 Racine Ave, Corcoran, CA 93212
11. Pacific Rim Dairy- 13406 Rd 24, Corcoran, CA 93212
12. Buttonwillow Warehouse Co - 715 Yoder Blvd, Corcoran, CA 93212
13. Angiola Dairy- 5515 Ave 120, Corcoran, CA 93212
14. Pizza Factory -1117 Whitley Ave, Corcoran, CA 93212
15. Corcoran Chamber of Commerce- 1099 Otis Ave, Corcoran, CA 93212
16. Pirate pizza- Address: 917 Whitley Ave, Corcoran, CA 93212

Hanford

1. Golden State Feed & Grain -10188 Kansas Ave, Hanford, CA 93230
2. California Organic Fertilizers -10585 Industrial Ave, Hanford, CA 93230
3. Helena Chemical -5771 7th Ave, Hanford, CA 93230
4. Brandt -11521 Excelsior Ave, Hanford, CA 93230
5. Bogan Grove -N 11th Ave, Hanford, CA 93230
6. Avila Acres Country gourmet -8768 Flint Ave, Hanford, CA 93230
7. Hanford Equipment Co. -309 E 7th St, Hanford, CA 93230
8. Quality Machinery -961 E 3rd St, Hanford, CA 93230
9. Smith shop -179 S 10th Ave, Hanford, CA 93230
10. Sanchez Feed & Seed -11320 Houston Ave, Hanford, CA 93230

Lemoore

1. West Valley Farm Enterprises- 27519 Jackson Avenue, Lemoore, CA 93245
2. R S Martinez Hay Sales- 19593 Fair Oaks Ave, Lemoore, CA 93245
3. Doug & Julie Freitas Farm- 10888 19 1/2 Ave, Lemoore, CA 93245
4. Solo Mio Farms- 8711 21st Ave, Lemoore, CA 93245
5. Hay Toomey Sales- 357 W D St D, Lemoore, CA 93245
6. John Oliveira Farming- 24280 Fairfax Ave, Lemoore, CA 93245
7. Newton Custom Equipment Services- 20574 Jackson Ave, Lemoore, CA 93245
8. Tony Martin Dairy- 6240 21st Ave, Lemoore, CA 93245
9. Aa & Nelson Rodrigues Inc- 330 18th Ave, Lemoore, CA 93245
10. Droogh Dairy- 23535 Grangeville Blvd, Lemoore, CA 93245
11. Sunset ranch- 357 W D St A, Lemoore, CA 93245
12. Bjm farms inc- 1405 Lincoln Ln, Lemoore, CA 93245

13. Garcia & Sons Dairy- 15315 17th Ave, Lemoore, CA 93245
14. Laguna Island Ranch- 20175 Flint Ave, Lemoore, CA 93245
15. Mendes & Toste Dairy- 8519 24th Ave, Lemoore, CA 93245

Tulare

1. Valley Agricultural Software Address: 3950 S K St, Tulare, CA 93274
2. Central California Implement 1480 W Inyo Ave, Tulare, CA 93274
3. US Farm Systems Address: 2955 S K St, Tulare, CA 93274
4. Tulare AG Products Address: 3233 I St, Tulare, CA 93274
5. Tulare Ag & Feed Supply Address: 13943 Ave 232, Tulare, CA 93274
6. Valley Tech AG Services Address: 2120 S K St, Tulare, CA 93274
7. Garton Tractor, Inc. Address: 4780 S K St, Tulare, CA 93275
8. Sundale Vineyards Address: 23595 Rd 140, Tulare, CA 93274
9. Linder Equipment Company Address: 311 E Kern Ave, Tulare, CA 93274
10. Quality Machinery Center Address: 3820 S K St, Tulare, CA 93274
11. Gavilon Address: 4500 S Laspina St # 215, Tulare, CA 93274
12. Melvin Farms Address: Address: 1361-, 1529 W Cross Ave, Tulare, CA 93274
13. Valov & Sons Farming Address: 18275 Rd 28, Tulare, CA 93274
14. McClure Farms Address: 3039 Inyo Ave, Tulare, CA 93274
15. Roche oil 1120 E Paige Ave, Tulare, CA 93274

Proficiency Standards for Program Completers

Agricultural
Business

Agriculture and Natural Resources

Plant and
Soil Science

Agricultural
Mechanics

Ornamental
Horticulture

Agriscience

Animal
Science

Forestry
and Natural
Resources

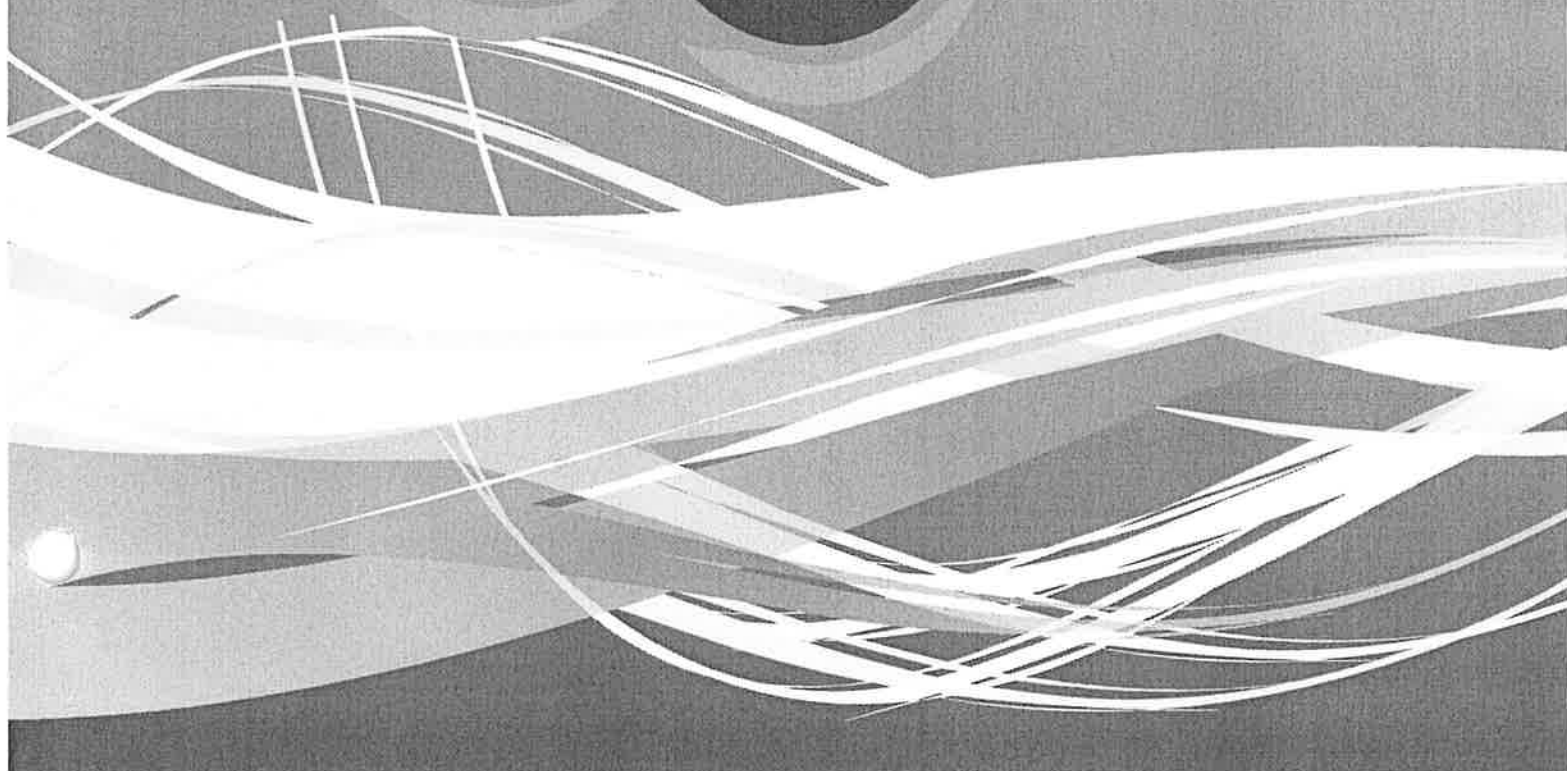




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Overview

The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college.

Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. The document also lists the representatives who participated in each sector's content development and the references that were consulted to revise the CTE standards.

Standards for Career Ready Practice

California's Standards for Career Ready Practice, which follow this overview, are based on the Career Ready Practices of the Common Career Technical Core (CCTC), a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc):

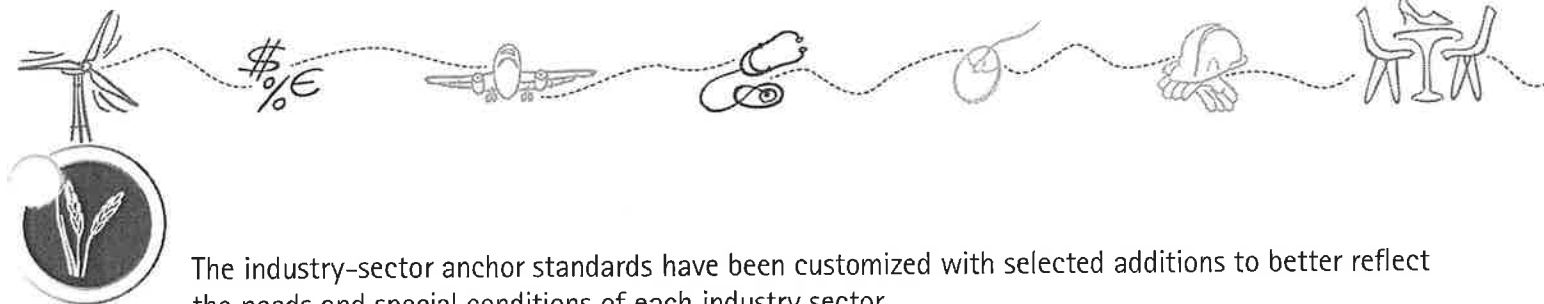
Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTEc 2012, 2)

California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations from business and industry, labor and community organizations, and secondary and postsecondary education representatives from 42 participating states.

Anchor Standards

The 11 anchor standards build on the Standards for Career Ready Practice and are common across the 15 industry sectors. Content for these standards was drawn from several documents: "Preparing Students for the 21st Century Economy" (American Association of Colleges for Teacher Education and the Partnership for 21st Century Skills 2010); *How Should Colleges Prepare Students to Succeed in Today's Global Economy?* (Association of American Colleges and Universities and Peter D. Hart Research Associates, Inc. 2006); "Importance of Skills and Knowledge for College and Career Readiness," from *The MetLife Survey of the American Teacher: Preparing Students for College and Careers* (MetLife, Inc. 2011); and *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce* (The Conference Board et al. 2006).

Each anchor standard is followed by performance indicators using action verbs from the Beyond Knowledge Construct, presented in a hierarchical progression of simple tasks to more complex tasks. Performance indicators provide guidance for curriculum design and standards measurement.



The industry-sector anchor standards have been customized with selected additions to better reflect the needs and special conditions of each industry sector.

Anchor Standard 1 (Academics) guides users to sector-specific core academic standards related to each industry sector, which are listed in the alignment matrix at the end of each sector section. Anchor standards 2–10 are deliberately aligned with one of the Common Core English language arts standards, using similar language demonstrating the natural connections between the two subjects. Anchor Standard 11 (Demonstration and Application) highlights classroom, laboratory, and workplace learning specific to the individual sector and pathways.

Pathway Standards

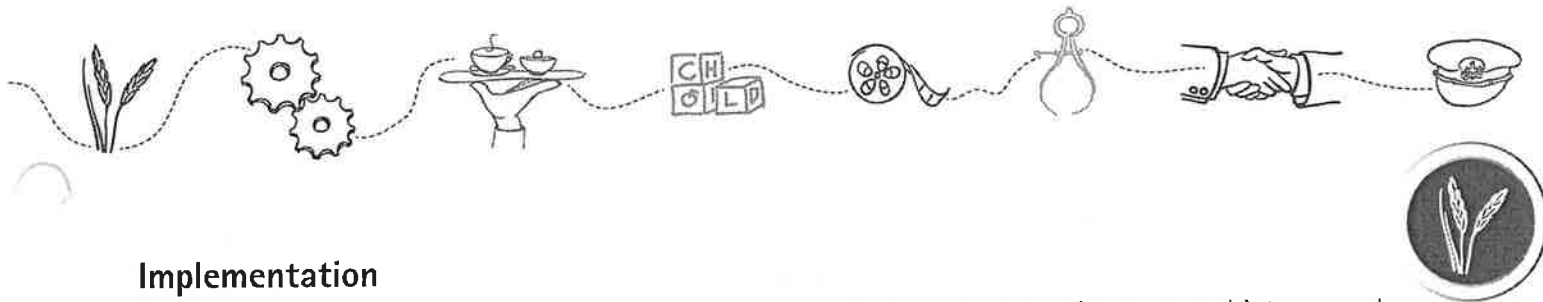
All 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet the following criteria:

- unique to an industry sector
- has an occupational focus
- consistent in size and scope
- composed of similar functions
- inclusive of all aspects of the industry
- includes 8–12 pathway-specific standards
- demonstrates sequence potential
- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

Academic Alignment Matrix

Each sector includes an academic alignment matrix that displays where a natural, obvious alignment occurs. Compiled by five teams of academic content experts in collaboration with industry-sector consultants, teachers, and other advisers, the alignment was selected if it was determined that the pathway standard would enhance, reinforce, or provide an application for a specific academic subject standard.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards, history/social studies standards, and Next Generation Science Core Ideas. To assist with further review and implementation, each academic alignment is notated with specific pathway standards codes.



Implementation

The Standards for Career Ready Practice can be integrated with a course or incorporated into several courses over multiple school years (grades seven through twelve). The practices are expectations for all students, whether they are enrolled in a CTE program or following a more generalized course sequence. It is expected that all students who exit high school will be proficient in these practices.

The anchor standards are the basis for each of the pathways within each sector. These standards are designed to assist with the development of course curricula and instructional lesson plans; they describe what is to be taught and measured. In most cases, the teacher determines the sequence and strategies to be used to meet the needs of the student population he or she is serving.

The performance indicators that follow each standard offer guidance for both course design and student assessment. They are intended to guide course work as it is developed. The pathways organize the standards with a career focus, but they are not designed to be offered as single courses. Rather, the standards from each pathway are collected and organized into a sequence of learning. To meet local demands of business and industry and particular student populations, standards can be collected from more than one sector to create a course.

Using the academic alignment matrices as a resource, academic and CTE teachers can see where enhancements and support for both sets of standards can be initiated. CTE teachers can quickly identify academic standards that have a substantial relationship to their instruction. Likewise, academic teachers can specify individual academic standards and quickly identify related CTE standards, which will assist them in incorporating application and technology in their curricula and lessons.

The CTE Model Curriculum Standards are intended to serve the entire education community—from middle schools and high schools to postsecondary colleges and career training programs. A major aim of these standards is to prepare students for postsecondary education and training and to help them make a smooth transition into the workforce. In order for both the people and the economy of California to prosper, it is essential for all students to emerge from schools ready to pursue their career and college goals. Equipping all high school students with the knowledge and skills necessary to plan and manage their education and careers throughout their lives will help to guarantee these important outcomes. Strong CTE programs will continue to provide important educational opportunities to assist students as they pursue their dreams and strive for economic prosperity. The CTE Model Curriculum Standards are a resource for educators and the business world for ensuring high-quality CTE learning experiences and improved student outcomes in the twenty-first-century economy.



California Standards for Career Ready Practice

Standards for Career Ready Practice describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. Communicate clearly, effectively, and with reason.

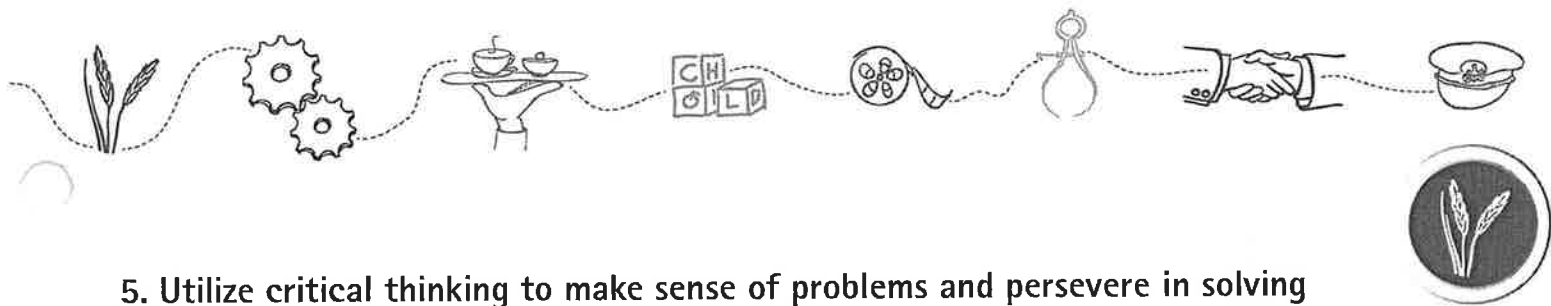
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.



5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

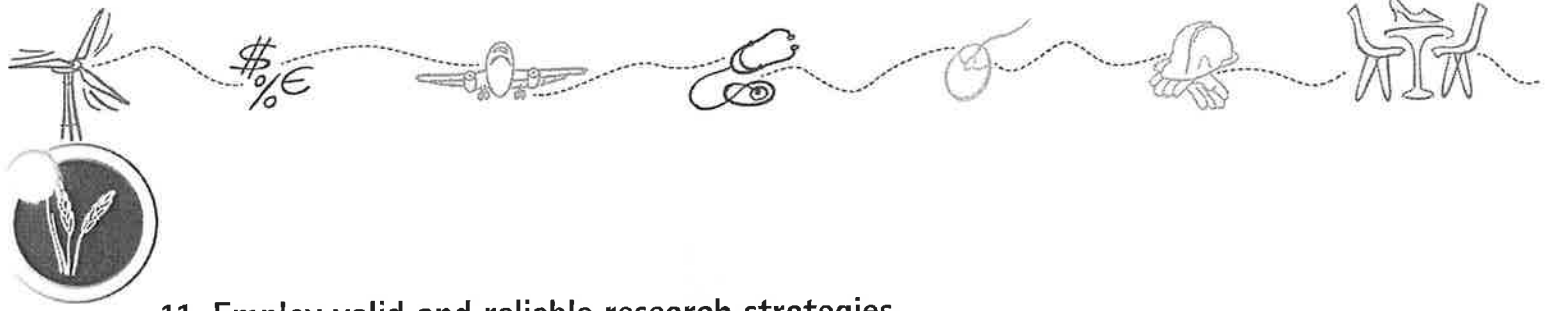
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.



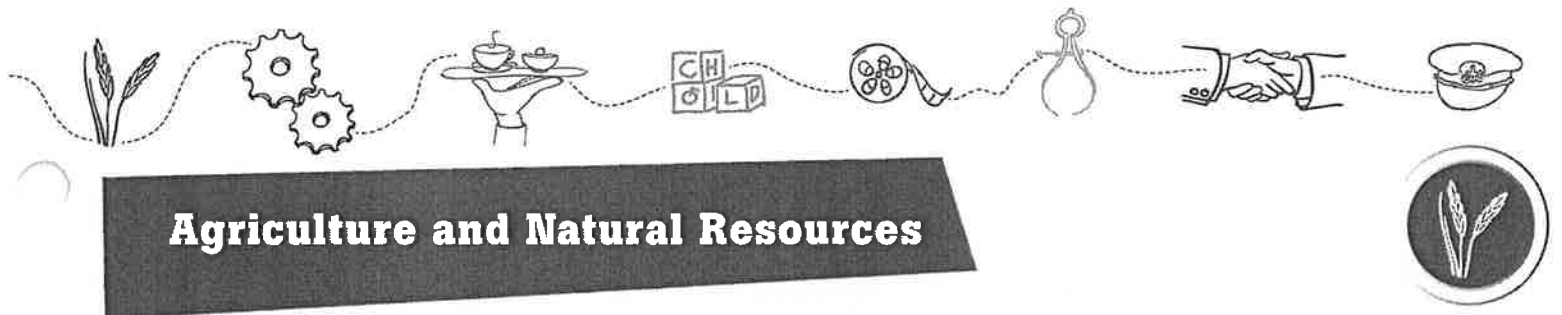
11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Note: As stated previously, California's Standards for Career Ready Practice are based on the CCTC Career Ready Practices posted at <https://careertech.org/> (accessed June 8, 2016).



Agriculture and Natural Resources

Sector Description

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.





Agriculture and Natural Resources Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9–10, 11–12.6)

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11–12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.



4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.



- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.



- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.



10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.








Agriculture and Natural Resources Pathway Standards

B. Agricultural Mechanics Pathway

The Agricultural Mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

Sample occupations associated with this pathway:

-  Agriculture Equipment Operator
-  Farm Equipment Mechanic and Service Technician
-  Agricultural Engineer
-  Welder
-  Equipment Fabricator

B1.0 Implement personal and group safety practices.

- B1.1** Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2** Integrate accepted shop management procedures and a safe working environment.
- B1.3** Safely secure loads on a variety of vehicles.

B2.0 Apply the principles of basic woodworking.

- B2.1** Identify common wood products, lumber types, and sizes.
- B2.2** Measure and lay out lumber, calculating board feet and square feet.
- B2.3** Identify, select, and implement basic fastening systems.
- B2.4** Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Demonstrate basic electricity principles and wiring practices commonly used in agriculture.

- B3.1** Explain the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2** Use proper electrical test equipment for AC and direct current (DC) circuits.
- B3.3** Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4** Implement proper basic electrical circuit and wiring techniques using nonmetallic cable and conduit as defined by the National Electric Code (NEC).
- B3.5** Interpret basic agricultural electrical plans.
- B3.6** Complete an electrical project, including interpreting a plan, following NEC code, selecting materials and components, and completing a circuit.



- B4.0 Select and apply plumbing system practices commonly used in agriculture.
 - B4.1 Match appropriate basic plumbing fitting skills with a variety of materials, such as copper, polyvinyl chloride (PVC), steel, polyethylene, and acrylonitrile butadiene styrene (ABS).
 - B4.2 Explain the environmental influences on plumbing and irrigation system choices (e.g., filter systems, water disposal, drip vs. flood).
 - B4.3 Research and communicate how various plumbing and irrigation systems are used in agriculture.
 - B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.
- B5.0 Understand agricultural cold metal processes.
 - B5.1 Identify common metals, sizes, and shapes.
 - B5.2 Demonstrate basic tool-fitting skills.
 - B5.3 Properly lay out materials for a given project.
 - B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
 - B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
- B6.0 Understand concrete and masonry practices commonly used in agriculture.
 - B6.1 Identify and explain the use of concrete and masonry tools and demonstrate proper handling of concrete materials.
 - B6.2 Practice bed preparation, concrete forms layout, and construction.
 - B6.3 Complete a concrete or masonry project, including calculating volume, developing a bill of materials, assembling, mixing, placing, and finishing.
- B7.0 Understand oxy-fuel cutting and welding.
 - B7.1 Explain the role of heat and oxidation in the cutting process.
 - B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
 - B7.3 Flame-cut metal with an oxy-fuel cutting torch.
 - B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
 - B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.
- B8.0 Understand electric arc welding processes.
 - B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
 - B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.



- B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.4 Weld a variety of joints in various positions.
- B9.0 Assimilate metallurgy principles and fabrication techniques.
 - B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.
 - B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
 - B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
 - B9.4 Design project plans by using mechanical drawing techniques.
 - B9.5 Finish a metal project by implementing proper sequencing.
 - B9.6 Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).
 - B9.7 Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.
- B10.0 Understand small and compact engines.
 - B10.1 Understand and explain engine theory, including the application of mathematical and/or physical science laws for both two- and four-stroke cycle engines.
 - B10.2 Differentiate among types of small engines and their applications.
 - B10.3 Identify small-engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems).
 - B10.4 Troubleshoot and solve problems with small engines.
 - B10.5 Disassemble, inspect, adjust, and reassemble a small engine.
 - B10.6 Look up and order parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.
- B11.0 Understand the principles and applications of various engines and machinery used in agriculture.
 - B11.1 Identify common agricultural machinery and implements.
 - B11.2 Calibrate, operate, and maintain equipment safely and efficiently.
 - B11.3 Summarize the theory, operation, and troubleshooting of various types of engines found on agricultural machinery, including cooling, fuel, and lubrication systems.
 - B11.4 Explain the theory, operation, and troubleshooting of hydraulic systems.
 - B11.5 Explain the theory, operation, and troubleshooting of power train and power take-off systems.
 - B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).



B12.0 Apply land measurement and construction techniques commonly used in agriculture.

B12.1 Describe common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout, GPS).

B12.2 Draw and interpret architectural plans.

B12.3 Install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7 Develop clear and concise agricultural construction contracts.



Agriculture and Natural Resources Pathway Standards

C. Agriscience Pathway

The Agriscience pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

Sample occupations associated with this pathway:



Research Assistant/Associate
Water Quality Specialist
Plant Scientist
Agriscience Teacher
Entomologist

- C1.0 Evaluate the role of agriculture in the California economy.
 - C1.1 Understand the history of the agricultural industry in California.
 - C1.2 Describe how California agriculture affects the quality of life.
 - C1.3 Analyze the interrelationship of California agriculture and society at the local, state, national, and international levels.
 - C1.4 Research the economic impact of leading California agricultural commodities.
 - C1.5 Assess the economic impact of major natural resources in California.
 - C1.6 Distinguish between the economic importance of major agricultural exports and imports.
 - C1.7 Explore factors that affect food safety and producers' responsibilities to consumers.
- C2.0 Examine the interrelationship between agriculture and the environment.
 - C2.1 Identify important agricultural environmental impacts on soil, water, and air.
 - C2.2 Explain current environmental challenges related to agriculture.
 - C2.3 Summarize how natural resources are used in agriculture.
 - C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
 - C2.5 Research how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).
- C3.0 Analyze the effects of technology on agriculture.
 - C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.
 - C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.



- C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Research the laws and regulations concerning biotechnology.
- C3.5 Integrate the use of technology when collecting and analyzing data.
- C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.
 - C4.1 Understand the evolution and roles of domesticated animals in society.
 - C4.2 Differentiate between domestication and natural selection.
 - C4.3 Compile the modern-day uses of animals and animal by-products.
 - C4.4 Defend various points of view regarding the use of animals.
 - C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).
- C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.
 - C5.1 Identify the function of cells.
 - C5.2 Analyze the anatomy and physiology of cells.
 - C5.3 Understand various cell actions, such as osmosis and cell division.
 - C5.4 Compare and contrast plant and animal cells, bacteria, and viruses.
- C6.0 Explore animal anatomy and systems.
 - C6.1 State the names, and find the locations, of the external anatomy of animals.
 - C6.2 Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.
- C7.0 Comprehend basic animal genetics.
 - C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function.
 - C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
 - C7.3 Predict phenotype and genotype ratios by using a Punnett Square.
 - C7.4 Explain the fertilization process.
 - C7.5 Distinguish between the purpose and processes of mitosis and meiosis.
- C8.0 Understand fundamental animal nutrition and feeding.
 - C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
 - C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.
 - C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.



C9.0 Evaluate basic animal health.

- C9.1 Assess the appearance and behavior of a normal, healthy animal.
- C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.
- C9.3 Analyze the causes and controls of common animal diseases.
- C9.4 Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
- C9.5 Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.

C10.0 Explain soil science principles.

- C10.1 Recognize the major soil components and types.
- C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.
- C10.3 Assess water delivery and irrigation system options.
- C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.

C11.0 Analyze plant growth and development.

- C11.1 Understand the anatomy and functions of plant systems and structures.
- C11.2 Identify plant growth requirements.
- C11.3 Discern between annual, biennial, and perennial life cycles.
- C11.4 Examine sexual and asexual reproduction in plants.
- C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
- C11.6 Summarize the respiration process in the breakdown of food and organic matter.

C12.0 Understand fundamental pest management.

- C12.1 Classify agricultural pests (e.g., insects, weeds, disease, and vertebrates).
- C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.
- C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Design agricultural experiments using the scientific method.

- C13.1 State the steps of the scientific method.
- C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.



D. Animal Science Pathway

In the Animal Science pathway, students study large, small, and specialty animals. Students explore the necessary elements, such as diet, genetics, habitat, and behavior, to create humane, ecologically, and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

Sample occupations associated with this pathway:



- Veterinarian Technician
- Animal Caretaker/Kennel Operator
- Animal Breeder
- Ranch Manager
- Feed Nutritionist

- D1.0 Evaluate the necessary elements for proper animal housing and animal-handling equipment.
 - D1.1 Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.
 - D1.2 Select habitat and housing conditions and materials, such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters, to meet the needs of various animal species.
 - D1.3 Interpret animal behaviors and execute protocols for safe handling of animals.
 - D1.4 Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.
- D2.0 Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.
 - D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil.
 - D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.
 - D2.3 Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
 - D2.4 Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.
- D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems.
 - D3.1 Compare and contrast animal cells, tissues, organs, and body systems.
 - D3.2 Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.
 - D3.3 Relate the importance of animal organs to the health, growth, and reproduction of animals.



- D4.0 Demonstrate understanding of animal reproduction, including the function of reproductive organs.
 - D4.1 Illustrate animal conception, including estrus cycles, ovulation, and insemination.
 - D4.2 Research the gestation process and basic fetal development.
 - D4.3 Explain the parturition process, including the identification of potential problems and their solutions.
 - D4.4 Select animal breeding methods based on reproductive and economic efficiency.
 - D4.5 Select a breeding system based on the principles of genetics.
- D5.0 Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).
 - D5.1 Evaluate a group of animals for desired qualities, and discern among them for breeding selection.
 - D5.2 Select animals, based on quantitative breeding values, for specific characteristics.
 - D5.3 Research and discuss current technology used to measure desirable traits.
 - D5.4 Predict phenotypic and genotypic results of a dominant and recessive gene pair.
 - D5.5 Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.
- D6.0 Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.
 - D6.1 Evaluate the signs of normal health in contrast to illness and disease.
 - D6.2 Analyze the importance of animal behavior in diagnosing animal sickness and disease.
 - D6.3 Research common pathogens, vectors, and hosts that cause disease in animals.
 - D6.4 Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
 - D6.5 Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.
 - D6.6 Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.
 - D6.7 Discuss the impacts on local, national, and global economies, as well as on consumers and producers, when animal diseases are not appropriately contained and eradicated.
- D7.0 Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.
 - D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.
 - D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.



- D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.
- D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.
- D8.0 Explain challenges associated with animal waste management.
 - D8.1 Assess treatment and disposal management systems for animal waste.
 - D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.
 - D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.
- D9.0 Assess animal welfare concerns and management practices that support animal welfare.
 - D9.1 Evaluate the early warning signs of animal distress and how to rectify the problem.
 - D9.2 Discuss consumer concerns with animal production practices relative to human health.
 - D9.3 Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
 - D9.4 Research the regulations for humane transportation and harvesting of animals, such as those delineated by the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service and the Humane Methods of Slaughter Act.
- D10.0 Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).
 - D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
 - D10.2 Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.
- D11.0 Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
 - D11.1 Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
 - D11.2 Explore the unique nutrition, health, and habitat requirements for specialty animals.
 - D11.3 Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
 - D11.4 Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.



D12.0 Understand how animal products and by-products are processed and marketed.

D12.1 Research animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point, Sanitation Standard Operating Procedures, and good manufacturing practices documents.

D12.2 Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.

D12.3 Discuss how meat-based, dairy, and egg retail products are produced.

D12.4 Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.

D12.5 Evaluate how meat products and nonmeat products are marketed.

D12.6 Compare the value of animal by-products to nonagricultural industries.

D12.7 Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.

Teacher Data Sheet for each Teacher

California Commission on Teacher Credentialing

*By virtue of the authority vested in the Commission on Teacher Credentialing and in
recognition of preparation for service in California Public schools*

VIKTORIA GRANICY

is hereby awarded the

Career Technical Education Teaching Credential

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 06/11/2019 to 07/01/2024

Jim Shaw

*Jim Shaw
Chair, Commission on
Teacher Credentialing*



Mary Vixie Sadye

*Mary Vixie Sadye
Executive Director,
Commission on Teacher
Credentialing*

California Commission on Teacher Credentialing

*By virtue of the authority vested in the Commission on Teacher Credentialing and in
recognition of preparation for service in California Public schools*

MILES ROBINSON

is hereby awarded the

Single Subject Teaching Credential

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 06/01/2020 to 07/01/2025

Jim Pearson

*Chair, Commission on
Teacher Credentialing*

Mary Vixie Sandoz

*Mary Vixie Sandoz
Executive Director,
Commission on Teacher
Credentialing*



California Commission on Teacher Credentialing

By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools

MILES ROBINSON

is hereby awarded the

Specialist Instruction Credential (Agriculture)

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 08/01/2018 to 09/01/2023

Linda Darling Hammond

*Linda Darling Hammond
Chair, Commission on Teacher
Credentialing*

Mary Vico Sandoz

*Mary Vico Sandoz
Executive Director, Commission
on Teacher Credentialing*



Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: NEWBY

Last Known County of Employment: CALIFORNIA

Note: Please verify County of Employment is current

First Name: DUSTIN

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review :

Middle Name: RILEY

Document Number	Document Title	Term	Status	Issue Date	Expiration
> 200184897	Career Technical Education Teaching Credential	Clear	Valid	7/1/2020	8/1/2025
170196023	Certificate of Clearance		Valid	12/2/2016	1/1/2022

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> R4T	This credential authorizes the holder to teach in the subject or subjects listed in grades twelve and below and in classes organized primarily for adults, in career technical instruction courses.	ANR	Agriculture and Natural Resources
R4T	This credential authorizes the holder to teach in the subject or subjects listed in grades twelve and below and in classes organized primarily for adults, in career technical instruction courses.	BTC	Building and Construction Trades
S17C	This document authorizes the holder to provide services to English learners in specially designed content instruction delivered in English in grades twelve and below and in classes organized primarily for adults, in career technical instruction courses.	NONE	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

Employment Restrictions

Organization Type	Organization	County
-------------------	--------------	--------

Roster of Agriculture Advisory Committee

Ag Advisory Committee Roster

Name	Phone Number	Email Address	Profession
Jason Mendes (Chairperson)	959-931-6783	jmenendes@jgbosewell.com	Shop Manager J.G. Boswell
Dennis Tristao	569-937-2141 w-8859	dtristao@jgbosewell.com	Environmental/Regulatory Affairs Manager J.G. Boswell
Gabe Cooper	959-972-6867	gcooper@jgbosewell.com	J.G. Boswell
Jim Razor	959-972-2725	jrazor@jgbosewell.com	District Manager J.G. Boswell
Glenn Terrell	959-936-6584	gterrell@jgbosewell.com	Contractor Coordinator at Phytogen
Joel Mahill	569-922-7492	jmahill@jgbosewell.com	Senior Research Specialist at Phytogen
John Pellow	569-937-2788	jspellow@jgbosewell.com	Global Cotton Breeding Leader at Phytogen
Tim Anderson	569-943-5638	tanderson@jgbosewell.com	Phytogen
Cody Baker	959-740-2492	cody@californialivestockservices.com	California Livestock Services
Nick Boyett	569-936-3299	nboyett@corcoranunified.com	CHS Farm Manager
Alisa Gomez	569-907-8582	alishagomez@corcoranunified.com	CHS CTE Coach
Antonia Stone	959-846-4384	astone@corcoranunified.com	CHS Principal
Dustin Newby	661-766-7033	dnewby@corcoranunified.com	CHS Ag Teacher
Miles Robinson	760-520-9836	miles@corcoranunified.com	CHS Ag Teacher
Viktoria Granicy-Bognuda	669-868-7848	vgranicy@corcoranunified.com	CHS Ag Teacher

Corcoran Ag Advisor Committee Bylaws

Adopted on: September 26, 2018

- I. Committee Operation
 - a. At least three meetings will be held each school year. The exact number of meetings will be determined by the needs.
 - b. The Agriculture Teachers will develop an agenda for each meeting.
 - c. Meeting sessions will be limited to approximately two hours or less.
 - d. Discussion to obtain consensus will be the prevailing procedure used at meetings. Parliamentary procedure will be used when a decision is to be recorded and transmitted as a recommendation.
 - e. A quorum will consist of a simple majority of appointed members.
 - f. Meeting minutes will be recorded for each meeting. They will be distributed to each member and appropriate school officials.
- II. Officers
 - a. Officers will be elected by a simple majority. Officers will serve a one year term and may be re-elected following a one-year lapse between terms.
 - b. Officers will include a chair, and a secretary.
 - c. Officers will be elected at the first meeting of each new year.
- III. Member Responsibilities
 - a. Each member is expected to attend meetings and to participate in committee activities.
 - b. Each member is expected to study the issues or problems which come before the committee in order to contribute to the resolution process.
 - c. Members responsibility to submit a letter of resignation.
 - d. No voting member can be related to a student.

Corcoran Ag Advisor Committee Bylaws

Adopted on: September 26, 2018

I. Committee Operation

- a. At least three meetings will be held each school year. The exact number of meetings will be determined by the needs.
- b. The Agriculture Teachers will develop an agenda for each meeting.
- c. Meeting sessions will be limited to approximately two hours or less.
- d. Discussion to obtain consensus will be the prevailing procedure used at meetings. Parliamentary procedure will be used when a decision is to be recorded and transmitted as a recommendation.
- e. A quorum will consist of a simple majority of appointed members.
- f. Meeting minutes will be recorded for each meeting. They will be distributed to each member and appropriate school officials.

II. Officers

- a. Officers will be elected by a simple majority. Officers will serve a one year term and may be re-elected following a one-year lapse between terms.
- b. Officers will include a chair, and a secretary.
- c. Officers will be elected at the first meeting of each new year.

III. Member Responsibilities

- a. Each member is expected to attend meetings and to participate in committee activities.
- b. Each member is expected to study the issues or problems which come before the committee in order to contribute to the resolution process.
- c. Members responsibility to submit a letter of resignation.
- d. No voting member can be related to a student.

**CORCORAN AGRICULTURE DEPARTMENT
ADVISORY COMMITTEE
BY-LAWS**

B

Article I Corcoran Agriculture Department Advisory Committee

Section 1. Purposes

- (a) Advise the Agriculture Department, Agriculture Teachers, CTE Coach/Coordinator, Site Principal, District Superintendent, and School Board on matters pertaining to the agriculture program.
- (b) Advise on the development and content of curriculum.
- (c) Advise on the development and implementation of a program strategy which will result in a source of trained and qualified individuals.
- (d) Advise on the Corcoran Agriculture Departments farms. Consult and direct on the crops planted and care of crops and both farms.

Section 2. Membership

- (a) The Corcoran Agriculture Department shall select and establish the Advisory Committee.
- (b) The Corcoran Agriculture Department Chair shall convene the committee.
- (c) The members of the committee may be selected from a list submitted by the CTE teachers who may seek nominations from appropriate agencies and organizations.
- (d) The committee shall be composed of the following:
 - 1) A representative from a university or community college conducting teacher training in a CTE area..
 - 2) At Least eight other individuals representing diverse industries in the community or region.
- (e) Committee members shall serve unlimited terms.
- (g) The CTE Coordinator shall serve as the Committee Secretary.
- (h) Committee membership mid-term vacancies by resignation or other cause shall be filled in a timely manner for the unexpired term through appointment.
- (i) Any member that will miss a meeting must notify the Agriculture Department Chair, Advisory Chair, and Advisory Secretary so they can be kept informed of the boards activities and included on decisions.
- (j) If any member of the committee intends to resign from the committee they must notify the committee by resignation letter.

Article II Officers

Section 1. Chairperson

At the first regular meeting in each fiscal year, the members of the committee shall elect a chairperson from the membership who shall serve one year or until a successor is elected. The chairperson shall preside over the meetings and determine the agenda with appropriate consultation with the CTE Coordinator. The chairperson will perform such other functions as are necessary and proper for the conduct of the committee's business.

Section 2 Secretary

The CTE Coordinator shall serve as the secretary of the committee. In that capacity he/she will prepare and process agendas, process communications to the committee, keep the minutes of the proceedings of the committee and other appropriate records, make arrangements for the meetings, and provide committee members minutes, guidance and other appropriate information so that the committee may function effectively.

Article III Meetings

Section 1. Open Meetings

All regular and special meetings of the committee and its sub-committees shall be open to the public as required by law.

Section 2. Regular Meeting Dates

The committee shall establish policies related to regular meeting dates, frequency, times and locations.

Section 3. Special Meetings

Special meetings may be called by the chairperson and shall be called upon the request of at least one-third of the committee members. At least 36 hours notice of such meetings shall be provided to all members.

Section 4. Quorum

A majority of the current committee membership present shall constitute a quorum. Action of the committee shall be decided by a majority vote of the members present.

Section 5. Meeting Policies

The committee may, as needed, establish policies governing other aspects of meetings such as notices, order of business, etc.

Section 6. Parliamentary Procedures

Committee meetings will be conducted according to these by-laws, adopted committee policies, and Roberts Rules of Order.

Section 7. Meeting Time Limit

Every effort shall be made to keep meetings to a 1 hour time limit.

Article IV Sub-committees

Section 1.

The committee may establish, as needed, standing and ad hoc sub-committees to perform designated tasks.

Section 2. Sub-Committee Appointments

The committee chairperson may make appointments of committee members to any sub-committee formed.

Section 3. Sub-Committee Chairperson

Sub-committee chairpersons may be designated by the committee chairperson.

Section 4.

The committee chairperson and vice chairperson shall be ex-officio members of all sub-committees.

Article V Policies

Section 1.

The committee may develop and adopt policies as needed to supplement these by-laws in governing the affairs and procedures of the committee.

Section 2.

Adopted committee policies shall be printed and distributed to all committee members and other interested persons.

Section 3.

The committee shall operate in accordance with established policies of the District.

Article VI Amendments to By-Laws

Section 1.

Amendments to these by-laws may be made at any regular meeting of the committee providing all the following conditions are met:

- (a) The proposed amendment has been submitted in writing to all committee members at least 30 days prior to the voting date.
- (b) A majority of the entire voting membership of the committee votes in favor of the proposed amendment.

Advisory Committee Minutes

**Corcoran Agriculture Department
Advisory Committee Meeting
January 22, 2019 – 4:30 pm – Ag Shop**

Members Present: Kaitlyn Rose, Dustin Newby, Miles Robinson, Antonia Stone, John Pellow, Marty Raeber, and Juan Carlo

- The meeting was called to order at 4:38 PM
- The roster and agendas were passed around and updates were made.
- Introductions were made around the room
- John Pellow introduced Juan Carlo
- Dustin Newby explained that Chairperson Jason Mendes was unable to make the Advisory Committee meeting but met with him earlier in the week.
- Miles Robinson gave an update with the FFA calendar for the coming semester. The group then reviewed the FFA calendar.
- Kaitlyn Rose gave an update on the FFA Account, Farm Account, Ag Incentive Account, Welding Shop Account, and Floral Class Account. Kaitlyn asked for questions and Juan asked about the accounts and how they can be used. Kaitlyn explained that for some of the accounts money carries over from year to year but for other accounts and grants the money needs to be used up or it will be lost.
- Dustin Newby gave an update about the livestock farm and explained how we currently have or will soon have steers, heifers, lambs, pigs, rabbits, and goats on the farm. Dustin also gave an update on the continuation of the pheasant project. The current student running the project, Oscar Miranda, will be graduating and training another underclassman, Tyler Gonzalez, to take over the project.
- Dustin Newby then gave an update on the large production farm. John Pellow offered to provide conventional cotton to be planted and provide a cotton planter.
- Kaitlyn Rose reported on the Agriculture Department's Five Year Wish List. Continued improvements on each of the livestock barns each year. Pasture to be pushed for conceivable future. Locks to the tack rooms were discussed. Advantages of having locks with fingerprint scanners to allow only specific students/parents on to the farm and in the tack rooms.
- Due to the small gathering the group decided to forgo setting a date at the time of the meeting and that Dustin Newby would send out an email to set the next meeting closer to the end of the school year.
- The meeting adjourned at 5:38 PM.

**Corcoran Agriculture Department
Advisory Committee Meeting
May 22, 2019 – 4:30 pm – Ag Shop**

Members Present: Dustin Newby, Miles Robinson, Alisa Gomez, Marty Raeber, Nick Boyett, Frank Tebeau, Gabe Cooper, and Jason Mendes

- The meeting was called to order at 4:36 PM
- The roster and agendas were passed around and updates were made.
- Introductions were made around the room
- Minutes from previous meeting were read. Frank made a motion to accept the minutes and Alisa seconded the motion. Motion passed.
- Miles and Dustin did a brief "year in review"
- Dustin went over the budgets for each of the accounts that were attached to the minutes.
- Dustin explained that CHS has over 50 students attending the Kings County Fair and that we had just hosted our own Farm Fair on the 19th, where FFA students and 4H members could compete in a practice for the Kings Fair.
- All production the garden at the livestock farm will be used for the Corcoran Farmer's Market. Boswell and Netafim donated and implemented irrigation for the pullbeds.
- Dustin and Nick shared news and updates about the large production farm.
- Cotton planting has been pushed to next week but needs to be planted soon due to the season being so late already. Phytogen and Boyett's to assist with equipment.
- Barley is going to be sold to the prison for \$42 a ton.
- It was brought up that drip Alfalfa could be put in on the east corner patch of field. Good ables of Alfalfa can be sold for \$15.00.
- Gabe offered to lab soil samples. We could have students in the Farm Enterprise class take soil samples.
- Tebaeu asked what the lifespan of drip tape is and said to install it now because there is a tax coming down the line for it. It'll cost about \$2200 per acre.
- Marty advised to have Rick from Kembell Hydrotec to look at pump on large production farm.
- Marty mentioned that 120 acres needs to be leveled.
- Nick mentioned that we switched to gated pipe and the Farm Enterprise classes help to move the pipe into place.
- Dustin mentioned that the Ag department is to grow pumpkins for the Lyons Hall. Lyons Hall providing the seed and Kindergarteners to pick pumpkins.
- Recommended to use plastic for the pumpkins to keep weeds and insects down.
- Dustin discussed the five year plan and the possibility of buying new tractors.
- Miles announced the new officer team.
- Alisa moved to adjourn and Jason seconded at 5:10 PM. Motion Passed.

Current Year Budget

Account	Location	Amount	Budget or Balance?	Description or Info
Perkins	DO	\$12,675.00	Budget	Can be used on 11 elements of a high quality CTE program
CTEIG	DO	\$50,392.00	Budget	Can be used on 11 elements of a high quality CTE program
Strong Workforce Round 1	DO	\$88,468.00	Budget	Focused on WBL, Dual Enrollment, and Industry Certifications
AG	DO	\$19,296.00	Budget	Gearred mostly towards copy machine & floral since floral isn't a pathway and can't be funded by 3 accounts above
CHS Budget - Ag	DO	\$750.00	Budget	\$250 for each ag teacher to show grants are supplemental instead of supplanting
CHS Floral Budget	DO	\$2,500.00	Budget	Antonia budgets this amount to support the class since she knows grants can't be used because it's not a pathway
ASB Floral Account	ASB	\$1,420.00	Balance	When floral arrangements are sold, money is deposited into this account and can be used to buy supplies for the class
FFA Account	ASB	\$2,900.00	Balance	FFA Stuff :)
Welding Account	DO	\$2,095.00	Balance	When ag mech projects are sold, money is deposited into this account and can be used to buy supplies for the class
Farm Account	DO	\$50,000.00	Balance	These are monies spent and earned on the school farm. Profit can be used for anything ag dept related.

**When I build budgets, I make sure all items are covered to meet the 11 elements of a high quality cte program (ex: affiliation fees, trips, PD, industry certs, etc.). Once all those items are covered, I go off sections of kids. Example: the ag pathway is 42% of CTE sections. So ag gets 42% of the remaining monies for materials and supplies

**Signed
Articulation
Agreement
and/or Evidence
of Articulation**

CORCORAN PROGRAM PLAN - **Articulation Agreements**

Currently, the Corcoran Agriculture Department does not have any articulation agreements in place. We are looking at working towards establishing articulation agreements in the near future along with offering dual enrollment courses for our students.

Graduate Follow-up System

List of Active Placement Sites

CORCORAN PROGRAM PLAN - **Articulation Agreements**

Currently, the Corcoran Agriculture Department does not have any active placement site arrangements for our students. Many of our students work for their family farms or ranches. Other students raise fair animals as their Supervised Agricultural Experience Projects.

Recruitment Activities and Materials

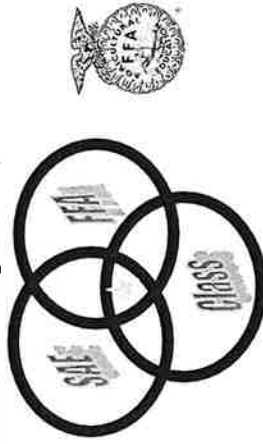
Graduate Profile



3 Circles of Ag

Through agricultural education, students are provided opportunities for **leadership development, personal growth and career success**. Agricultural education instruction is delivered through three major components:

- Classroom/laboratory instruction (contextual learning)
- SAE (Supervised Agricultural Experience) (work-based learning)
- Student leadership organizations (National FFA Organization)



Corcoran Unified School District's Pathway Programs offer a choice among several different multi-year programs of study that combine academic and technical skills to better prepare students for College and Careers. Students will be accepted on a space available basis. There will be a random draw if there are more applicants than openings available.



Corcoran High School Agricultural Pathway
1100 Letts Ave.
Corcoran, CA 93212
(559) 992-8884

Dustin Newby – Ag Department Chair
dustinnnewby@corcoranunified.com

Miles Robinson – FFA Advisor
milesrobinson@corcoranunified.com

Viktoria Granicy – Ag Department Lead
viktoriagranicy@corcoranunified.com

Alisa Gomez – Pathway Director
alisagomez@corcoranunified.com

Deanna Gabbard – Work Based Learning Director
dgabbard@corcoranunified.com

Ed Larkin – Pathway Learning Director
edlarkin@corcoranunified.com

Antonia Stone – CHS Principal
astone@corcoranunified.com

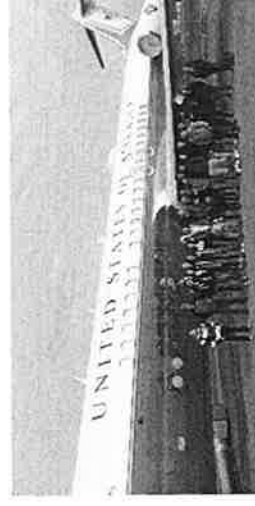
Rich Merlo – CUSD Superintendent
richmerlo@corcoranunified.com

Corcoran Unified School District is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The Corcoran Unified School District does not illegally discriminate on the basis of ethnic group identification, religion, age, actual or perceived sex, color, sexual orientation, gender, race, ancestry, national origin, mental or physical disability, or any other reason prohibited by State and Federal Discrimination Statutes in any program or activity conducted by the District. If you have any questions or concerns about the policy please contact the Director of Educational Services or Special Programs at (559) 992-8888.

PANTHERS
CORCORAN HIGH SCHOOL

Corcoran High School Agriculture Pathways College & Career Ready



Mission Statement:

The Academy of Agriculture at Corcoran High School prepares students for college and career opportunities in the field of agriculture. Through collaboration with industry professionals and work based learning experiences, graduates will be life long learners and continue to grow in mind, character, and body.

Vision:

A Destination District where people are drawn to Corcoran due to the quality, reputation, and accomplishments of our students and schools.

Rigorous Academics

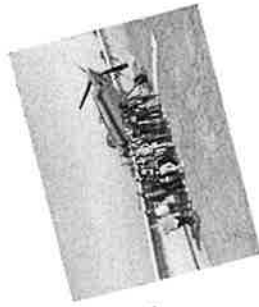
Students are prepared for success in California's community colleges and universities, as well as in apprenticeships and other postsecondary programs. The academy is part of the Linked Learning Alliance and offers coursework and certifications for specific fields of study.

<http://www.linkedlearning.org/en/>



Technical Skills

Skills are acquired through a cluster of three or more courses that emphasize the practical application of academic learning and preparing students for high-skill, high-wage employment.



Career Technical Student Organization ~ FFA

President: Jaden Flores

Vice President: Skylar Cooper

Secretary: Emma Vargas

Treasurer: Roxy Hart

Reporter: Jayden Diaz

Sentinel: Tyler Gonzalez

PROGRAM OF STUDY

Ag. Mechanics Pathway:

Ag. Mechanics I *



Ag. Mechanics II *



Welding & Fabrication *



Art Metal

Animal Science Pathway:

Intro to Ag & Natural Resources



Animal Science



Vet Science *



Floral Design * or Farm Enterprise

Work Based Learning

Students are introduced to real-world workplaces via job shadowing, site visits, apprenticeships, internships, and professional skill-building opportunities.



2019/2020 Work Based Learning Activities

- * Fresno Ironworkers Union Industry Tour
- * Job Shadow @ JG Boswell Co
- * Battleship USS Iowa Museum Tour
- * Foresters Underground Gardens Industry Tour
- * Apprenticeship/Women in Trades Conference
- * College Field Days @ COS, UC Davis, CSU Chico, UC Merced, Reedley College, Modesto JC, FSU, Cal Poly
- * CA FFA State Conference & Disney Trip

Personalized Support Services

Services available to students include counseling and supplemental instruction in reading, writing, and math to help master the rigorous academic and professional skills necessary for success in college and career.

* Meets University of California A-G Requirements

Staff In-service Record

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 20-21 School Corcoran High School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES			
	Newby	Granicy	Robinson	
Fall Region Meeting	X	X	X	
Region In-service Day	X	X	X	
Spring Region Meeting		X		
Section In-service*	X		X	
Section In-service*	X		X	
Section In-service*				
Section In-service*				
Summer Conference	X	X	X	
University AgEd Skills Week	X	X		
Professional Development **	X (2)	X (2)	X (2)	

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a *maximum* of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1 Granicy - Ag Linked Learning Cohorts and Training, Germinate

2 Newby -

3 Robinson - New Professionals Ag Teacher Conference (November), Germinate

4

5

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 19-20 School Corcoran High School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES			
	Newby	Rose	Robinson	
Fall Region Meeting	X	X	X	
Region In-service Day	X	X	X	
Spring Region Meeting		X		
Section In-service*	X		X	
Section In-service*	X		X	
Section In-service*				
Section In-service*				
Summer Conference	X		X	
University AgEd Skills Week	X			
Professional Development **	x (2)	x (2)	x (2)	

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a *maximum* of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1 Rose, Robinson, & Newby - Ag Linked Learning Cohorts and Training

2 Rose - Ag Science Cohort and Training

3 Robinson - New Professionals Ag Teacher Conference (November)

4

5

Staff Minutes

Ag Department Meeting Agenda: June 6, 2020

Attendees: Alisa, Miles, Dustin & Viktoria

1. AIG

a. Application

- i. We went over all Criterias
- ii. FFA Activities in Grade book
- iii. Number of FFA Activity
- iv. Allotment
 1. Year 20/21 AIG \$25,296.00
 2. Everything else Materials and supplies
 3. \$1,500 copies
- v. Certification
 - a. Ag Mech - AWS
 - b. Flora - California certified florist certificate
 - c. Animal Sci - YQCA

b. Expectations for next years goals

2. Establish Ag Staff

- a. Determining when we are meeting (Tuesday after school the first and 3rd week)
- b. Time restraints to one hour meeting

3. Keys

- a. Every Teacher need to have a full set of keys
- b. Marty question
 - i.
- c. Floral coolers
- d. Ag shop equipment fixed

Ag Department Meeting Agenda: July 14, 2020

Attendees: Alisa, Miles, Dustin & Viktoria

Began:

Ended:

1. FFA Server - Making sure everyone has access to all files
2. Ag Staff Responsibilities
3. Officer Retreat
 - a. Business meeting before the semester starts (maybe with some team building)
 - i. Miles working on Officer & Advisor Binders and Gifts
 - b. Fun retreat as soon as we can after school starts
4. Financial Meetings
 - a. Charles
 - b. Lis
5. Department Meetings: Set frequency and time in stone
 - a. Decide during inservice
6. Officer Meetings: Set frequency and time in stone
 - a. Check with officer team
7. Ag Incentive Budget Revision
8. General FFA
 - a. Activity Points
 - i. Record using AET and traditional log
 - ii. How many per semester
 - iii. What percentage of grade
 - b. Involvement
 - i. If we go digital, how do we keep kids involved?
 - ii. If we are in the classroom how do we get involvement up
9. SAE Projects
 - a. What percentage of grade?
 - b. We need consistency
 - c. Does every student HAVE to have an SAE project of some kind?
 - d. Do we grade off a rubric?
 - e. How often do we grade?
 - f. Letter home with syllabus explain what FFA is to parents

Ag Department Meeting Agenda: AUG 25, 2020

Attendees: Miles, Dustin & Viktoria

1. AIG
 - a. R2 update
 - i. Monday 8/31/20
 - ii. Robinson will make guides and videos
 - iii. AET - Newby & Bognuda need to still do
 - b. Fall Meeting register - Robinson to Register
2. Officer Team
 - a. Highs - Productive meetings
 - b. Lows - Make sure to include P and VP in matters that affect
3. FFA Constitution
 - a. Needs to be updated on election
 - b. Teacher recommendations to Officer team
 - c. $\frac{2}{3}$ vote or quorum at meeting
4. Fair
 - a. Meeting ??? Coming SOON Ask Jerome
 - b. Checks: Audrey McCarty, Rylan Beaver, and Anthony Arellano
 - c. Animals - Wait on Fair Dates,
 - d. Extend farm use contract - Miles will update
5. Farm
 - a. Cotton harvest Oct 1-15th ish
 - b. RABBIT Barn - Insulation
6. FFA Members of the Month - Robinson to create Google Form to have officers vote
 - Seniors
Kassidy Frey - Bognuda
Casey Gabbard - Newby
Dallas Echavarria - Bognuda
 - Juniors
Jesus Aguilar-Rodriguez / Bognuda
Angel Lopez - Robinson

Jedi Solis - Robinson

- Sophomores

Itsal Raya Olvera- Bognuda

Payton Echavariia - Robinson

Fernando Muro - Newby

- Freshmen

Fernando Alvarez-Hernandez - Robinson

Destiny Weddle - Bognuda

Angel Matadamas - Robinson

Department Inventory

CORCORAN PROGRAM PLAN - Ag Department Inventory

Ag Shop Items Greater Than \$500.00:

- Crosley Chest Freezer
- Delta Scroll Saw
- Jet Bandsaw
- Rigid Table Saw
- General International Drillpress
- Flammables Cabinet
- Dewalt Chopsaw x2
- Dewalt Miter Saw
- Dewalt Thickness Planer
- Husky Workbench x10
- Husky Cabinet x4
- Locking Wooden Cabinets x2
- Industrial Shelving (Large) x3
- Industrial Shelving (Small)
- Panel Wall Saw
- True Floral Coolers x2
- Oasis Cutting Tool Sets x30

Advisory Committee Meeting Agenda

Advisory Committee Meeting Agenda 2020

TO: **Committee Chairman,** Jason Mendes
 Committee Member, Gabe Cooper
 Committee Member, Cody Baker
 Committee Member, Darcy Pearce
 Committee Member, Dory Pearce
 Committee Member, Oscar Miranda
 Committee Member, Rachel Berry

 Others Invited (Ag Teachers Admin, ETC): Antonia Stone, Pam Dihel, Alisa Gomez, Nick Boyett, Dustin Newby, Miles Robinson, Viktoria Granicy

FROM: Committee Secretary: TBD

**DATE AGENDA
PUBLISHED:** 10/6/20

RE: Welcome back 2020/2021 First Meeting

DATE: 10/6/20

TIME: 4:00 pm

PLACE: Studio 3:15 - CTE Building

AGENDA

1. Review and approve minutes of the previous meeting.

Motion: _____ Second: _____ Discussion, Vote Outcome: _____

2. Call for additional agenda items to be added to this meeting's agenda.

3. Committee and progress reports.

- Introduce new teacher
- Approve new welding book
- Budgets
 - CTEIG \$40,774.00
 - Strong Workforce \$88,316.00
 - Perkins \$12,675.00
 - Ag Incentive Grant \$11,203.00 (Floral & Copies)

○ Farm Account	\$49,385.00 (Projected income)
○ FFA ASB Account	\$2,909.00
○ ASB - Floral	\$1,420.00
○ DO - Welding	\$2,095.00
○ DO - Floral	\$2,500.00

- School Farm
- 4. Set date, time, and place for the next meeting.
- 5. Adjournment

Agricultural Advisory Committee Minutes

December 18, 2019

A. Call to Order

Time: 4:40 PM

B. Introductions Around The Room

C. Minutes from the previous meeting - Motion: Nick Boyett Second: Alisa Gomez

Pass X Fail

D. Program Update

a. Department Updates

- i. Miles Robinson Update - Conformability in teaching Ag Mech 1 and working with Dustin to learn skills for Ag Mech 2.
- ii. Kaitlyn Rose Update - New separate floral ASB account.
- iii. Dustin Newby Update - Farm Enterprise projects and updates

b. Budgets

- i. Ag Incentive Account (\$14,299.62 unencumbered)
- ii. Farm Account (\$18,499.83 unencumbered)
- iii. FFA Account (\$3201.91)
- iv. CTE Incentive Grant Account - Alisa Gomez
- v. Perkins Account - Alisa Gomez
- vi. StrongWorkForce Account - Alisa Gomez

c. Ag Department Truck - Dustin discussed the need and reasons for needing a new truck. Cody Baker recommended going to our local dealer and/or finding who the school district goes to purchase vehicles.

d. Livestock Farm (Dustin) - Went over current livestock on the farm (steers) and breeding swine and talked about the numbers of students we had signed up for animals for the spring.

- e. Large Production Farm (Dustin) - Discussed the cotton and crops that will be grown in the spring. The folks from Boswell recommended using a covering or tarp over the ground of the garden behind the livestock farm to help prevent weeds and pests.
- f. FFA (Miles) - Discussed the current Officer team and how the new committees were working out. Went over fall FFA activities from chapter meetings, the success of the backyard bbq at the farm, the number of new Greenhands, the TK sectional activity at Adventure Park, Hobbs Grove, and the cotton team. Also discussed plans for the spring semester and activities.

E. Other Questions, Comments, Concerns?

- a. Questions about winter and spring CDE teams - Citrus and Vet Sci - Let by Kaitlyn
- b. Miles brought up wanting to install a sheep pasture and

F. Set next meeting date - Recommended and decided upon to schedule the meeting at a later date and to provide more notice before the meeting.

G. Adjournment 6:10 PM - Motion: JJ Albert Second: Cody Baker

Pass__X__ Fail_____

Advisory Committee Meeting Minutes

Agricultural Advisory Committee Minutes **October 6, 2020**

Those Present: Chairperson Jason Mendes, Nick Boyett, Alisa Gomez, Gabe Cooper, Rachel Berry, Miles Robinson, Dustin Newby, Viktoria Granicy-Bognuda, Pam Dihel, Antonia Stone, Rich Merlo, Cody Baker, and Dory Pearce

The meeting was called to order by chairperson, Jason Mendes at 4:05 p.m., October 6, 2020, in the CTE building and on Zoom at Corcoran High School.

It was moved by Alisa Gomez to approve the Minutes of the previous meeting as distributed. The motion was seconded by Jason Mendes. Motion passed.

Dustin Newby began the meeting with a welcome and explanation that some attendees will be on a Zoom call.

Newby introduced Corcoran High School's new Agricultural Teacher, Viktoria Granicy-Bognuda.

Newby asked for approval for the purchase of a new welding textbook, Modern Welding. Alisa Gomez suggested looking at other textbooks that align with West Hills College. Topic tabled until the next meeting. There might be possible dual enrollment next year.

Dustin Newby and Alisa Gomez went over the budgets for CTEIG, Strong Workforce, Perkins, AIG, Farm Account, FFA ASB Account, ASB Floral Account, DO Welding, and DO Floral Accounts.

Newby gave an update on the school farm, current livestock projects, and 2021 fair dates. Dustin mentioned that corn will be replacing the cotton next year and that the department is excited to be harvesting our own cotton due to the students being more involved but are very appreciative of Boswell and Phytogen for their help.

Merlo looked at the Five Year Wish List and asked if any of the items from the 2019-2020 school year were bought/completed. Newby mentioned that a swamp cooler was purchased for the rabbit barn and some fans were purchased for the beef barn but that we would like to see fans installed in all of the barns. Merlo mentioned to go ahead with updating the locks on the school farm. Wash racks for sheep/goat barn are being held for Ag Mech linked learning project.

Jason asked about local pricing to purchase a new Ag Truck, asked about model end year discounts and the card program.

Miles Robinson gave an update about the FFA Chapter and FFA Officer Team.

Dustin gave an update on the FFA Cotton Judging Team.

Pam gave an update on the school board.

Jason asked about purchasing a new tractor.

Gabe recommended that the Advisory Committee look to add a member that is an instructor at the College of Sequoias.

The next meeting will be held in January

The meeting was adjourned at 5:00 with a motion from Alisa Gomez and a second by Gabe Cooper. p.m.

Respectfully Submitted,

Miles Robinson,
Head FFA Advisor
Ag Advisory Committee Secretary

Advisory Committee Constitution & By-Laws

Corcoran Ag Advisor Committee Bylaws

Adopted on: September 26, 2018

- I. Committee Operation
 - a. At least three meetings will be held each school year. The exact number of meetings will be determined by the needs.
 - b. The Agriculture Teachers will develop an agenda for each meeting.
 - c. Meeting sessions will be limited to approximately two hours or less.
 - d. Discussion to obtain consensus will be the prevailing procedure used at meetings. Parliamentary procedure will be used when a decision is to be recorded and transmitted as a recommendation.
 - e. A quorum will consist of a simple majority of appointed members.
 - f. Meeting minutes will be recorded for each meeting. They will be distributed to each member and appropriate school officials.
- II. Officers
 - a. Officers will be elected by a simple majority. Officers will serve a one year term and may be re-elected following a one-year lapse between terms.
 - b. Officers will include a chair, and a secretary.
 - c. Officers will be elected at the first meeting of each new year.
- III. Member Responsibilities
 - a. Each member is expected to attend meetings and to participate in committee activities.
 - b. Each member is expected to study the issues or problems which come before the committee in order to contribute to the resolution process.
 - c. Members responsibility to submit a letter of resignation.
 - d. No voting member can be related to a student.

Proficiency Standard



Agriculture and Natural Resources Pathway Standards

B. Agricultural Mechanics Pathway

The Agricultural Mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

Sample occupations associated with this pathway:

- ✓ Agriculture Equipment Operator
- ✓ Farm Equipment Mechanic and Service Technician
- ✓ Agricultural Engineer
- ✓ Welder
- ✓ Equipment Fabricator

B1.0 Implement personal and group safety practices.

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Integrate accepted shop management procedures and a safe working environment.
- B1.3 Safely secure loads on a variety of vehicles.

B2.0 Apply the principles of basic woodworking.

- B2.1 Identify common wood products, lumber types, and sizes.
- B2.2 Measure and lay out lumber, calculating board feet and square feet.
- B2.3 Identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Demonstrate basic electricity principles and wiring practices commonly used in agriculture.

- B3.1 Explain the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Use proper electrical test equipment for AC and direct current (DC) circuits.
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Implement proper basic electrical circuit and wiring techniques using nonmetallic cable and conduit as defined by the National Electric Code (NEC).
- B3.5 Interpret basic agricultural electrical plans.
- B3.6 Complete an electrical project, including interpreting a plan, following NEC code, selecting materials and components, and completing a circuit.





- B4.0 Select and apply plumbing system practices commonly used in agriculture.
 - B4.1 Match appropriate basic plumbing fitting skills with a variety of materials, such as copper, polyvinyl chloride (PVC), steel, polyethylene, and acrylonitrile butadiene styrene (ABS).
 - B4.2 Explain the environmental influences on plumbing and irrigation system choices (e.g., filter systems, water disposal, drip vs. flood).
 - B4.3 Research and communicate how various plumbing and irrigation systems are used in agriculture.
 - B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.
- B5.0 Understand agricultural cold metal processes.
 - B5.1 Identify common metals, sizes, and shapes.
 - B5.2 Demonstrate basic tool-fitting skills.
 - B5.3 Properly lay out materials for a given project.
 - B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
 - B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
- B6.0 Understand concrete and masonry practices commonly used in agriculture.
 - B6.1 Identify and explain the use of concrete and masonry tools and demonstrate proper handling of concrete materials.
 - B6.2 Practice bed preparation, concrete forms layout, and construction.
 - B6.3 Complete a concrete or masonry project, including calculating volume, developing a bill of materials, assembling, mixing, placing, and finishing.
- B7.0 Understand oxy-fuel cutting and welding.
 - B7.1 Explain the role of heat and oxidation in the cutting process.
 - B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
 - B7.3 Flame-cut metal with an oxy-fuel cutting torch.
 - B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
 - B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.
- B8.0 Understand electric arc welding processes.
 - B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
 - B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.



- B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.4 Weld a variety of joints in various positions.
- B9.0 Assimilate metallurgy principles and fabrication techniques.
 - B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.
 - B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
 - B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
 - B9.4 Design project plans by using mechanical drawing techniques.
 - B9.5 Finish a metal project by implementing proper sequencing.
 - B9.6 Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).
 - B9.7 Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.
- B10.0 Understand small and compact engines.
 - B10.1 Understand and explain engine theory, including the application of mathematical and/or physical science laws for both two- and four-stroke cycle engines.
 - B10.2 Differentiate among types of small engines and their applications.
 - B10.3 Identify small-engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems).
 - B10.4 Troubleshoot and solve problems with small engines.
 - B10.5 Disassemble, inspect, adjust, and reassemble a small engine.
 - B10.6 Look up and order parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.
- B11.0 Understand the principles and applications of various engines and machinery used in agriculture.
 - B11.1 Identify common agricultural machinery and implements.
 - B11.2 Calibrate, operate, and maintain equipment safely and efficiently.
 - B11.3 Summarize the theory, operation, and troubleshooting of various types of engines found on agricultural machinery, including cooling, fuel, and lubrication systems.
 - B11.4 Explain the theory, operation, and troubleshooting of hydraulic systems.
 - B11.5 Explain the theory, operation, and troubleshooting of power train and power take-off systems.
 - B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).



B12.0 Apply land measurement and construction techniques commonly used in agriculture.

B12.1 Describe common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout, GPS).

B12.2 Draw and interpret architectural plans.

B12.3 Install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7 Develop clear and concise agricultural construction contracts.






Agriculture and Natural Resources Pathway Standards



D. Animal Science Pathway

In the Animal Science pathway, students study large, small, and specialty animals. Students explore the necessary elements, such as diet, genetics, habitat, and behavior, to create humane, ecologically, and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

Sample occupations associated with this pathway:

-  Veterinarian Technician
-  Animal Caretaker/Kennel Operator
-  Animal Breeder
-  Ranch Manager
-  Feed Nutritionist

- D1.0 Evaluate the necessary elements for proper animal housing and animal-handling equipment.
 - D1.1 Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.
 - D1.2 Select habitat and housing conditions and materials, such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters, to meet the needs of various animal species.
 - D1.3 Interpret animal behaviors and execute protocols for safe handling of animals.
 - D1.4 Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.
- D2.0 Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.
 - D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil.
 - D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.
 - D2.3 Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
 - D2.4 Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.
- D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems.
 - D3.1 Compare and contrast animal cells, tissues, organs, and body systems.
 - D3.2 Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.
 - D3.3 Relate the importance of animal organs to the health, growth, and reproduction of animals.



- D4.0 Demonstrate understanding of animal reproduction, including the function of reproductive organs.
 - D4.1 Illustrate animal conception, including estrus cycles, ovulation, and insemination.
 - D4.2 Research the gestation process and basic fetal development.
 - D4.3 Explain the parturition process, including the identification of potential problems and their solutions.
 - D4.4 Select animal breeding methods based on reproductive and economic efficiency.
 - D4.5 Select a breeding system based on the principles of genetics.
- D5.0 Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).
 - D5.1 Evaluate a group of animals for desired qualities, and discern among them for breeding selection.
 - D5.2 Select animals, based on quantitative breeding values, for specific characteristics.
 - D5.3 Research and discuss current technology used to measure desirable traits.
 - D5.4 Predict phenotypic and genotypic results of a dominant and recessive gene pair.
 - D5.5 Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.
- D6.0 Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.
 - D6.1 Evaluate the signs of normal health in contrast to illness and disease.
 - D6.2 Analyze the importance of animal behavior in diagnosing animal sickness and disease.
 - D6.3 Research common pathogens, vectors, and hosts that cause disease in animals.
 - D6.4 Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
 - D6.5 Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.
 - D6.6 Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.
 - D6.7 Discuss the impacts on local, national, and global economies, as well as on consumers and producers, when animal diseases are not appropriately contained and eradicated.
- D7.0 Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.
 - D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.
 - D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.



- D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.
- D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.
- D8.0 Explain challenges associated with animal waste management.
 - D8.1 Assess treatment and disposal management systems for animal waste.
 - D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.
 - D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.
- D9.0 Assess animal welfare concerns and management practices that support animal welfare.
 - D9.1 Evaluate the early warning signs of animal distress and how to rectify the problem.
 - D9.2 Discuss consumer concerns with animal production practices relative to human health.
 - D9.3 Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
 - D9.4 Research the regulations for humane transportation and harvesting of animals, such as those delineated by the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service and the Humane Methods of Slaughter Act.
- D10.0 Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).
 - D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
 - D10.2 Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.
- D11.0 Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
 - D11.1 Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
 - D11.2 Explore the unique nutrition, health, and habitat requirements for specialty animals.
 - D11.3 Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
 - D11.4 Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.



D12.0 Understand how animal products and by-products are processed and marketed.

D12.1 Research animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point, Sanitation Standard Operating Procedures, and good manufacturing practices documents.

D12.2 Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.

D12.3 Discuss how meat-based, dairy, and egg retail products are produced.

D12.4 Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.

D12.5 Evaluate how meat products and nonmeat products are marketed.

D12.6 Compare the value of animal by-products to nonagricultural industries.

D12.7 Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.

My Credential

California Commission on Teacher Credentialing

*By virtue of the authority vested in the Commission on Teacher Credentialing and in
recognition of preparation for service in California public schools*

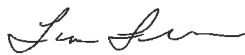
VIKTORIA GRANICY

is hereby awarded the

Career Technical Education Teaching Credential

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 06/11/2019 to 07/01/2024



*Tim Shan
Chair, Commission on
Teacher Credentialing*



*Mary Vocio Sandy
Executive Director
Commission on Teacher
Credentialing*

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov

Calendar Department/ Chapter Activities

4	AUG, TUE	● All day	TK Sectional Officer Names Due
5	AUG, WED	● 10am – 12:30pm	Officer Meeting
6	AUG, THU	● All day	Teacher In-Service
		● 9:30am – 2:30pm	CHS Teachers/Admin Training
7	AUG, FRI	● All day	Teacher In-Service
10	AUG, MON	● All day	Teacher In-Service
		● All day	TK Officer Apps Due
		● 9:30am – 2:30pm	CHS Staff and Admin Training
11	AUG, TUE	● All day	Teacher In-Service
12	AUG, WED	● All day	First Day of School?
18	AUG, TUE	● 2 – 3pm	Officer Meeting https://corcoranunified.zoom.us/j/85357...
19	AUG, WED	● 5 – 7pm	TK CATA Zoom Meeting
24	AUG, MON	● 2 – 3pm	Opening/Closing Practice
		● 4:30 – 5:30pm	TK Section Officer Election
25	AUG, TUE	● All day	Board Meeting
27	AUG, THU	● 2 – 4pm	FFA Welcome TieDye Meeting https://corcoranunified.zoo...
28	AUG, FRI	● All day	Board Approvals Due
31	AUG, MON	● All day	FFA Pet Show Bonanza

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31	AUG, MON	● All day	FFA Pet Show Bonanza
1	SEP, TUE	● All day	FFA Pet Show Bonanza
		● 2 – 3pm	Officer Meeting https://corcoranunified.zoom.us/j/85357...
2	SEP, WED	● All day	FFA Pet Show Bonanza
3	SEP, THU	● All day	FFA Pet Show Bonanza
4	SEP, FRI	● All day	FFA Pet Show Bonanza Winners Announced
		● All day	Robinson Out of Town After School
5	SEP, SAT	● All day	Robinson out of town
6	SEP, SUN	● All day	Robinson out of town
7	SEP, MON	● All day	Robinson out of town
		● All day	No School
10	SEP, THU	● 2 – 3pm	Officer Meeting
11	SEP, FRI	● All day	FFA Officer Contracts Due
14	SEP, MON	● 2:30 – 3:30pm	Robinson SSC Meeting
15	SEP, TUE	● 2 – 3pm	Officer Meeting https://corcoranunified.zoom.us/j/85357...
		● 4 – 4:01pm	Grades Due
17	SEP, THU	● 2 – 4pm	Ag Fact Bingo https://corcoranunified.zoom.us/j/8596449...
		● 3:30 – 5pm	CA AIG Revision Zoom
18	SEP, FRI	● All day	Extended Farm Use Contracts Due
23	SEP, WED	● 2 – 3pm	Ag Department Meeting 9/23/20 https://corcoranunified.z...
24	SEP, THU	● 2 – 4pm	September Chapter Meeting
		● All day	TK COLC Monache High School

3	OCT, SAT	● All day ● All day	Cotton Festival CVC Cotton Contest
5	OCT, MON	● All day	Fall Into Spirit Social Media Challenge
6	OCT, TUE	● All day	Fall Into Spirit Social Media Challenge
7	OCT, WED	● All day	Fall Into Spirit Social Media Challenge
8	OCT, THU	● All day ● 2 – 2:45pm	Fall Into Spirit Social Media Challenge PR Comm Meeting
9	OCT, FRI	● All day	Fall Into Spirit Social Media Challenge
13	OCT, TUE	● 2 – 3pm	Officer Meeting https://corcoranunified.zoom.us/j/85357...
14	OCT, WED	● All day	TK Sectional FFA Meeting- TBD
16	OCT, FRI	● All day ● 8 – 9:30pm	CHS Cotton Registration Closes FFA Halloween Movie Night https://corcoranunified.zoom....
20	OCT, TUE	● 5 – 6pm	TK O/C Contest
23	OCT, FRI	● All day	Chapter Meeting Slides Due
24	OCT, SAT	● All day	Corcoran Cotton Contest
26	OCT, MON	● All day ● 2 – 3pm	Costume Contest Farm Comm Meeting https://corcoranunified.zoom.us/j/8...
27	OCT, TUE	● All day ● 2 – 3pm	Costume Contest Officer Meeting https://corcoranunified.zoom.us/j/85357...
28	OCT, WED	● All day	Costume Contest
29	OCT, THU	● All day ● 2:30 – 3:30pm	Costume Contest October Chapter Meeting

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5	NOV, THU	● All day	Robinson @ New Professionals Institute
		● All day	Hanford Cotton Contest Hanford High School
6	NOV, FRI	● All day	Robinson @ New Professionals Institute
7	NOV, SAT	● All day	Cotton State Finals California State University, Fresno
10	NOV, TUE	● 2 – 3pm	Officer Meeting https://corcoranunified.zoom.us/j/85357...
11	NOV, WED	● All day	No School?
13	NOV, FRI	● All day	COS New Member Field Day
19	NOV, THU	● All day	November Chapter Meeting
20	NOV, FRI	● All day	Fall CATA Meeting
21	NOV, SAT	● All day	Fall CATA Meeting
23	NOV, MON	● All day	Thanksgiving Break
24	NOV, TUE	● All day	Thanksgiving Break
		● 2 – 3pm	Officer Meeting https://corcoranunified.zoom.us/j/85357...
25	NOV, WED	● All day	Thanksgiving Break
26	NOV, THU	● All day	Thanksgiving Break
27	NOV, FRI	● All day	Thanksgiving Break
3	DEC, THU	● All day	Christmas Parade
8	DEC, TUE	● 2 – 3pm	Officer Meeting https://corcoranunified.zoom.us/j/85357...
12	DEC, SAT	● All day	Exeter Citrus Contest
17	DEC, THU	● All day	Christmas at the Park
		● All day	Winter Break



3	DEC, THU	● All day	Christmas Parade
8	DEC, TUE	● 2 – 3pm	Officer Meeting https://corcoranunified.zoom.us/j/85357...
12	DEC, SAT	● All day	Exeter Citrus Contest
17	DEC, THU	● All day	Christmas at the Park
21	DEC, MON	● All day	Winter Break
22	DEC, TUE	● All day	Winter Break
		● 2 – 3pm	Officer Meeting https://corcoranunified.zoom.us/j/85357...

5	NOV, THU	● All day	Robinson @ New Professionals Institute
		● All day	Hanford Cotton Contest Hanford High School
6	NOV, FRI	● All day	Robinson @ New Professionals Institute
7	NOV, SAT	● All day	Cotton State Finals California State University, Fresno
10	NOV, TUE	● 2 – 3pm	Officer Meeting https://corcoranunified.zoom.us/j/85357...
11	NOV, WED	● All day	No School?
13	NOV, FRI	● All day	COS New Member Field Day
19	NOV, THU	● All day	November Chapter Meeting
20	NOV, FRI	● All day	Fall CATA Meeting
21	NOV, SAT	● All day	Fall CATA Meeting
23	NOV, MON	● All day	Thanksgiving Break
24	NOV, TUE	● All day	Thanksgiving Break
		● 2 – 3pm	Officer Meeting https://corcoranunified.zoom.us/j/85357...
25	NOV, WED	● All day	Thanksgiving Break
26	NOV, THU	● All day	Thanksgiving Break
27	NOV, FRI	● All day	Thanksgiving Break
3	DEC, THU	● All day	Christmas Parade
8	DEC, TUE	● 2 – 3pm	Officer Meeting https://corcoranunified.zoom.us/j/85357...
12	DEC, SAT	● All day	Exeter Citrus Contest
17	DEC, THU	● All day	Christmas at the Park
		● All day	Winter Break

Professional Growth & Development Activities

Corcoran High School's Agriculture Department members are all active members of the California Agriculture Teacher Association. We feel it is valuable to stay involved in our organization to achieve success. This organization allows us to actively engage in strengthening our skills and puts on two professional developments that teachers attend. We'll participate and attend the Summer CATA Conference, Fall Meeting, and Roadshow. We also participated at the Tulare Kings Section and San Joaquin Region meeting throughout the year. At our school site, we have an active professional learning community where we are currently meeting every Wednesday through Zoom with the entire staff. Over the Summer, all teachers participated in the Virtual CATA Summer Conference that was held and the Germinate Virtual Conference.



Corcoran Courses Report

Advisor Name	Period	Course Name	Student Count
Viktoria Granicy-Bognuda	7	Agricultural Welding	22
Viktoria Granicy-Bognuda	1	Floriculture & Floral Design	28
Viktoria Granicy-Bognuda	2	Introduction to Agricultural Mechanics	22
Viktoria Granicy-Bognuda	5	Introduction to Agricultural Mechanics	20
Viktoria Granicy-Bognuda	6	Introduction to Agricultural Mechanics	22
Viktoria Granicy-Bognuda	8	Introduction to Agricultural Mechanics	22
Viktoria Granicy-Bognuda	4	Non-Ag	0
Viktoria Granicy-Bognuda	3	Prep Period	0
Dustin Newby	2	Agricultural Welding	22
Dustin Newby	3	Agricultural Welding	17
Dustin Newby	8	Crop Production	9
Dustin Newby	1	Other Agriculture Mechanics	8
Dustin Newby	5	Other Agriculture Mechanics	15
Dustin Newby	6	Other Agriculture Mechanics	19
Dustin Newby	7	Prep Period	0
Miles Robinson	0	Graduate - American Degree	22
Miles Robinson	5	Introduction to Agriculture	27
Miles Robinson	6	Introduction to Agriculture	27
Miles Robinson	8	Introduction to Agriculture	27
Miles Robinson	1	Introduction to Animal Science	18
Miles Robinson	7	Introduction to Animal Science	25
Miles Robinson	4	Non-Ag	0
Miles Robinson	2	Prep Period	0
Miles Robinson	3	Veterinary Science	21



Corcoran Courses Report

Agricultural Welding (Period: 7)

Viktoria Granicy-Bognuda

Student Name	Grad Year
Alvarez-Cordova, Jennifer	2022
Armbruster, Gage	2023
Corona, Carlos	2023
De La Cruz, Xavier	2023
Espinosa, Matthew	2023
Flores, Omar	2023
Garcia, Carlos	2023
Garcia, Francisco	2023
Garcia, Victor	2023
Gomez, Isaac	2023
Luna, Steve	2023
Macomb-Roux, Jason	2023
Mares, Victor	2023
Martinez, Gonzalo	2023
Mendez, Jose	2023
Monzon, Matthew	2023
Moreno, Jesus	2023
Muro, Fernando	2023
Ramirez, Jesse	2023
Raya Olvera, Itzel	2023
Ryan, Evan	2023
Toralez, Frank	2023

Student Count

22



Corcoran Courses Report

Floriculture & Floral Design (Period: 1)

Viktoria Granicy-Bognuda

Student Name	Grad Year
Alvarez, Arturo	2021
Bega, David	2021
Chavez, Eliana	2021
Chavez, Nathanael	2021
Chavez, Rogelio	2021
Cortez, Katelin	2021
Diaz, Jayden	2021
Diaz, Osiel	2021
Echavarria, Dallas	2021
Flores, Jaden	2021
Frey, Cassidy	2021
Gallardo, Keven	2021
Guzman, Jordan	2021
Hammond, Cailie	2021
Hernandez, Jennifer	2021
Herrera, Ana	2021
Hidalgo, Juan	2021
Horta, Samuel	2021
Loera, David	2021
Magana, Emily	2021
Moreno-Garcia, Damian	2021
Mowdy, Kyle	2021
Nolta, Haley	2021
Rodriguez, Jovanny	2021
Rojas, Jesus	2021
Serna, Alyssa	2021
Sherwood, Kaitlyn	2021
Thomas, Madison	2021

Student Count

28



Corcoran Courses Report

Introduction to Agricultural Mechanics (Period: 5)

Viktoria Granicy-Bognuda

Student Name	Grad Year
Abundis Garcia, Fatima	2022
Anderson, Mike	2023
Ayala , Eric	2023
campos, Scott	2023
Cole, Jeremy	2023
Cribbs, Stanley	2022
Escamilla, Gilbert	2023
Gray, Kyle	2024
Jaime, Amy	2023
Magana, Emiliano	2023
Martinez, Isaiah	2022
Mendez, Yudiith	2023
Moreno, Dennisse	2023
Munoz, Joselyn	2023
Pacheco, Mia	2022
Renteria, Everett	2023
Rios Vilaruel, Enrique	2024
Rojas-Sanchez, Adrian	2023
Sanchez, Angel	2023
Solario, Josiah	2024

Student Count

20



Corcoran Courses Report

Introduction to Agricultural Mechanics (Period: 6)

Viktoria Granicy-Bognuda

Student Name	Grad Year
Acosta, Merissa	2021
Aguilar Rodriguez, Jesus	2022
Aguilar Rosales, Salvador	2023
Baeza, Osvaldo	2022
Castillo, Julian	2022
Contreras, Josue	2022
Del Angel, Alondra	2024
Del Angel, Leonardo	2024
Diaz, Alexis	2023
Enamorado, Bryan	2020
Garcia, David	2023
Garcia, Jose	2024
Gomez, Misty	2023
Larios, Kristen	2024
Lopez, Jesus	2023
Mana, Ali	2023
Mendoza, Francisco	2023
Oliveros Trujillo, Lucero	2022
Ortiz, Francisco	2024
Ortiz, Sierra	2023
Ramirez, Sienna	2022
Serrano, Joshua	2023

Student Count

22



Corcoran Courses Report

Introduction to Agricultural Mechanics (Period: 2)

Viktoria Granicy-Bognuda

Student Name	Grad Year
Alaniz, Joziah	2024
Alvarez, Luis	2024
Andrade, Alejandro	2024
Andrade, Anthony	2024
Flores, Anthony	2024
Gonzalez, Jose	2024
Hernandez, Eian	2024
Lopez, Abel	2024
Mata, Alex	2024
Medlock, Kameron	2020
Moreno, Mariana	2024
Mustain, Jace	2024
Perez, Alexis	2024
Pla, Gabriel	2024
Ponce Lomell, Amanda	2024
rios, isaiah	2024
Robles, Gabriel	2024
Valdez, Josiah	2024
Vargas Garcia, Angel	2020
Villasenor, Aaron	2024
Villasenor, Diego	2024
Villasenor, Gabriel	2024

Student Count

22



Corcoran Courses Report

Introduction to Agricultural Mechanics (Period: 8)

Viktoria Granicy-Bognuda

Student Name	Grad Year
barajas cabrera, brigette	2024
Campos, Kayla	2023
Castellanos , Janessa	2022
Catoy, Kennard	2022
Ceja , Dalilah	2022
Champlon, Mathew	2022
Dias, Justin	2023
Gonzalez, Brianna	2023
Granado, Ayden	2024
Guzman, Ramiro	2022
hernandez, jason	2022
Huesca, Jorge	2023
Ibarra, Nathaniel	2022
Martinez, Magno	2022
Parra, Esteban	2022
Quintero, Noah	2022
Rodriguez, Richard	2022
Romero, Maleo	2023
Vega-Barrera, Jose	2022
Villa, Isaiah	2024
Weddle, Destiny	2023
Zepeda, Amy	2022

Student Count

22



Corcoran Courses Report

Agricultural Welding (Period: 2)

Dustin Newby

Student Name	Grad Year
Beltran, Gabriel	2022
cabrera, ernesto	2021
Carrasco, Jose	2022
casillas, andrew	2022
Escamilla, Daniel	2022
Escobedo, Andrew	2021
Flores Del Angel, Edgar	2022
Garcia, Louis	2022
Gaytan, Alejandro	2022
Guzman, Jordan	2021
Hernandez, Edgar	2021
Howard, Max	2022
Iniguez, Kevin	2022
Mata, Alan	2022
Mena, Charles	2022
Nunez, Azcari	2022
Orozco, David	2022
Rodriguez, Omar	2022
Romero, gilberto	2022
Sierra , Rodrigo Alexander	2022
Silva, Jared	2021
Wences, Germain	2022

Student Count

22



Corcoran Courses Report

Agricultural Welding (Period: 3)

Dustin Newby

Student Name	Grad Year
Alyamani, Hakeem	2022
Armenta-Mata, Felipe	2022
Barragan, Luis	2021
Barrera, Gregorio	2022
Barriga, Eduardo	2022
Carrasco, Frank	2022
Castaneda, Alfredo	2022
Enciso, Edgar	2021
Garcia, Juan	2022
Gonzalez-Villalobos, Santiago	2022
guzman, izaiah	2022
Moreno , Marcos	2022
Navarrete, Damian	2022
paleo, alijah	2022
Raya, Alejandro	2022
Sandoval, Carlos	2022
Torres, Rachael	2021

Student Count

17



Corcoran Courses Report

Crop Production (Period: 8)

Dustin Newby

Student Name	Grad Year
Escamilla, Daniel	2022
Flores, Jaden	2021
Gabbard, Casey	2021
Gallardo, Keven	2021
Gonzalez, Tyler	2022
Lopez, Angel	2022
McCarty, Audrey	2022
Mowdy, Kyle	2021
Rojas, Jesus	2021

Student Count

9



Corcoran Courses Report

Other Agriculture Mechanics (Period: 1)

Dustin Newby

Student Name	Grad Year
Ahmed, Ahmed	2021
Alaniz, Emilio	2022
De Leon, Ezekiel	2022
Gaytan-Cardenas, Rodrigo	2021
Martinez, Isaiah	2023
Mendez, Matthew	2023
Navarro, Daniel	2023
Rojas, Daniel	2023

Student Count

8



Corcoran Courses Report

Other Agriculture Mechanics (Period: 5)

Dustin Newby

Student Name	Grad Year
Alvarado, Caleb	2021
Alvarez, Arturo	2021
Andrade, John	2021
Chavez, Nathanael	2021
Chavez, Rogelio	2021
Diaz, Osiel	2021
Gabbard, Casey	2021
Hernandez, Alexis	2021
Hidalgo, Juan	2021
Horta, Samuel	2021
Loera, David	2021
Mowdy, Kyle	2021
Rodriguez, Eddie	2021
Rodriguez, Jovanny	2021
Urias, Brandon	2021

Student Count

15



Corcoran Courses Report

Other Agriculture Mechanics (Period: 6)

Dustin Newby

Student Name	Grad Year
Arellanes, Armando	2022
Beas, David	2022
carrillo, kaylee	2022
Cuen, Elysiah	2022
Garcia, Yahir	2021
Garcia Navarro, Jose Luis	2021
Guzman, Jason	2022
Hernandez, Brian	2022
Ledezma Ibarra, Antonio	2022
Lopez, Angel	2022
Lule, Angel	2021
Munoz, Leandro	2022
Quintanilla, Paul	2022
Ramirez, Estevan	2022
Ramirez, Miranda	2022
Raya, Eduardo	2022
Solis, Jedi	2022
Soto, Areli	2022
Yang-Garza, Domenik	2022

Student Count

19



Corcoran Courses Report

Graduate - American Degree (Period: 0)

Miles Robinson

Student Name	Grad Year
Acosta, Cesar	2020
Angel, Anthony	2020
Armbruster, Chelsea	2017
Armbruster, Dakota	2017
Baeza, Jose	2020
Barrera, Aliza	2020
Berry, Rachel	2019
Boss, Erik	2020
Cole, Johnathan	2020
Garcia, Carlos	2023
Garcia, Francisco	2023
Gilbert, Marshall	2020
Gomez, Joe	2020
Gonzalez, Blac	2020
Granado-Gonzales, Ayden	2024
Hernandez, Jonah	2019
Herrera, Alexis	2020
Horta, Samuel	2021
Jordan, Tyler	2019
Kendrick, Gage	2020
Nunez, Azcari	2022
Ramirez, Lulu	2020

Student Count

22



Corcoran Courses Report

Introduction to Agriculture (Period: 6)

Miles Robinson

Student Name	Grad Year
Adan Pedraza, Javier	2024
Alaniz, Julia	2024
Alvarez-Hernandez, Fernando	2024
Ayala, Carlos	2020
Bella, Natalia	2024
Cavazos, Melody	2024
Contreras Hernandez, Paula	2024
Delgado, Kiernan	2024
Espinosa, Breanna	2024
Fernandez, Gabriel	2024
Garcia, Kimberly	2024
Gonzales, Felicity	2024
Hammond, Ethan	2024
Hernandez, Kandice	2024
Hidalgo, Julissa	2024
Huerta, Gyselle	2024
Keter, Jeremiah	2024
Lopez, Kimberly	2024
Lozano, Gianna	2024
Mancilla, Marilyn	2024
Mata, Aislinn	2024
Matadamas, Angel	2024
Placencia, Linette	2024
Rubio-Chavez, Kevin	2021
Sanchez, Mariana	2022
Valdez, Luis	2024
Valdez, Luz	2024

Student Count

27



Corcoran Courses Report

Introduction to Animal Science (Period: 1)

Miles Robinson

Student Name	Grad Year
Alvarado Gutierrez, Dianna	2021
Bautista, Yuliana	2021
Cooper, Skylar	2021
Cruz, Christian	2023
DIAZ VALDEZ, ASHLEY JENNIFER	2023
Enriquez, Joanna	2023
Gomez, Isaac	2023
Guzman, Rubi	2023
Hernandez, Katherine	2023
Jimenez, Janessa	2023
Jones, Makyla	2023
Mendez, Emily	2023
Ordaz, Evelin	2022
Perez, David	2023
Reyes, Chelsey	2021
Rodriguez, Jocelyn	2023
Sweatt, Athena	2023
Zepeda, Emely	2021

Student Count

18



Corcoran Courses Report

Introduction to Agriculture (Period: 8)

Miles Robinson

Student Name	Grad Year
Alfaro , Alexa	2024
Alvarado, Samuel	2024
Barrera, Junior	2023
Calderon Polino, Josue	2021
camargo murillo , kevin	2022
Carranza, Jacqueline	2024
Castellon, Alfredo	2023
De Soto, Samantha	2023
Diaz, Jacqueline	2024
Fanco, Stoney	2024
Franco, Gloria	2024
Franco, Sarah	2022
Gallardo, Natalie	2022
Gomez, Trinity	2024
Inman, Christopher	2022
Lepe, Jenna	2024
Medina, Angelica	2024
Nevarez, Marina	2021
Orosco, Nia	2024
Padilla Garibay, Jahleane	2024
paleo, alijah	2022
Perez, Faith	2024
Ramos, Daniel	2021
Rodriguez , Anahy	2024
Rodriguez, Andrew	2023
Sierra, Vanessa	2022
Trevino, Anneliese	2024

Student Count

27



Corcoran Courses Report

Introduction to Animal Science (Period: 7)

Miles Robinson

Student Name	Grad Year
Armbruster, Dalton	2021
Camarena, Lupita	2023
Camarena-Lopez, Maribel	2023
Chavez, Ashley	2021
Chavez, Eliana	2021
Chavez, Paula	2023
Cooper, Saige	2023
Cortez, Katelin	2021
Diaz, Betsabet	2023
Diaz, Jayden	2021
Echavarria, Payton	2023
Garcia Navarro, Jose Luis	2021
Garza, Adrianna	2022
Mendoza, Cristy	2021
Moreno-Garcia, Damian	2021
Nolta, Haley	2021
Orozco, David	2022
Perez, Cynthia	2022
Pineda, Vianjy	2023
Rojas, Jhanpier	2021
Sherwood, Kaitlyn	2021
Sierra, Susana	2023
Tapia, Christian	2022
Thomas, Madison	2021
White, Tyriana	2023

Student Count

25



Corcoran Courses Report

Veterinary Science (Period: 3)

Miles Robinson

Student Name	Grad Year
Aguilar Rodriguez, Jesus	2022
banuelos, francisco	2022
Beavers, Rylan	2022
Gonzalez, Tyler	2022
Hammond, Caillie	2021
Hart, Roxy	2022
Hernandez, Noah	2022
Lepe, Jillian	2022
Lepe, Jocelyn	2022
Lopez, Angel	2022
Lupian, Natalee	2021
Magana, Emily	2021
Palomares, Angel	2021
Rojas, Jesus	2021
Romero, Mercedes	2021
Serna, Adin	2022
Serna, Alexis	2022
Serna, Alyssa	2021
Serrato Lule , Areli	2021
Vargas, Emma	2021
Zepeda, Alixadria	2021

Student Count

21



Corcoran Courses Report

Introduction to Agriculture (Period: 5)

Miles Robinson

Student Name	Grad Year
Andrade, Alejandro	2024
Andrade, Janeth	2023
Baeza, Osvaldo	2022
Cardenas, Mariah	2022
Celestino, Luz	2023
Clement, Breann	2023
Cole, Jazmin	2023
Cortez, Serina	2023
Del Angel, Karla	2024
Echavarria, Priscilla	2023
Edwards, Tray	2023
Espinoza, Vanesa	2023
Estrada, Luis	2023
Gallegos, Gwenstefani	2024
Gamino , Janet	2023
Garcia, Sarahi	2023
Gonzalez, Kevyn	2024
Guzman, Carlos	2024
Lara, Erika	2024
Matadamas, Desairay	2023
Navarro, Daniel	2023
Oregel, Amber	2022
ramirez, aileen	2023
Rodriguez, Richard	2022
Vargas, Mariana	2022
Vazquez, Breanna	2022
Vidales, Albert	2024

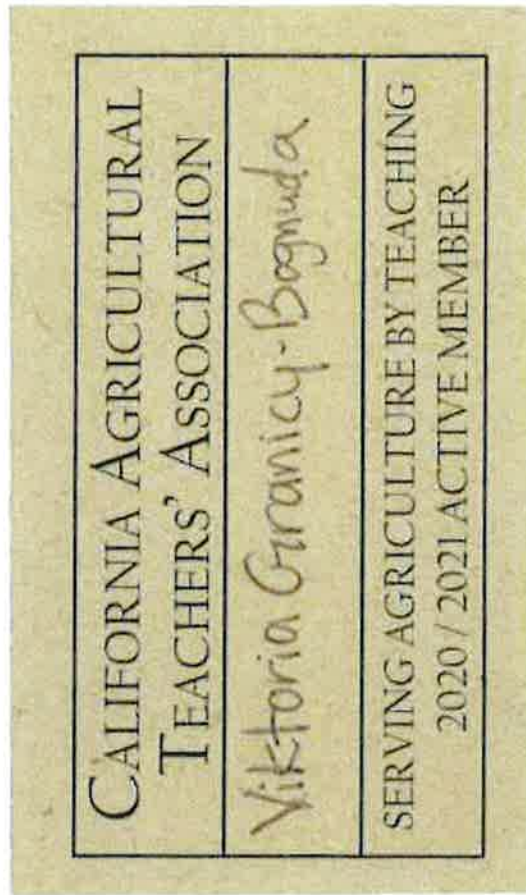
Student Count

27

Travel Request Submitted

Due to Covid, we are not able to travel. Therefore I have not submitted a travel request this year.

CATA Membership Card



Professional Development Activity

Thankful for the PD



To Antonia Stone X

Cc Bcc

Thankful for the PD

Hi Ms.Stone,

Thank You for allowing me to be out of the classroom on Friday the 20th for the Agriculture Teacher Professional Development Road Show. This was an amazing opportunity for me to gather and collaborate with other agricultural teachers virtually. I gained a few great ideas to implement into the classroom and to the chapter. Once again, Thank You for the opportunity.

Sincerely,

Viktoria Granicy- Bognuda

Corcoran Agriculture Teacher



Wish List

Corcoran FFA & Ag Education - 5 Year Wishlist

2020-2021

- Fingerprint Lock System at Farm (Recommendations from Ag Advisory Meeting to do before we get NEW livestock)
- Beef Barn Modernization (Fans)
- Sheep and Goat barn Modernization (Wash Rack & Fans)
- Swine Barn Modernization (Fans)
- Insulate Rabbit Barn
- Add Pasture on the livestock farm for Sheep, Goats, & Beef
- New Ag Truck

2021-2022

- Swine Barn Modernization (divide pens, wind block)

2022-2023

- Plasmacam Upgrade (Welding Shop)
- Ventilation Upgrade (Wood Shop)

2023-2024

- Newer Tractor (GPS Compatible)

Operating Budget

Account	Location	Amount	Budget or Balance?	Description or Info
Perkins	DO	\$12,675.00	Budget	Can be used on 11 elements of a high quality CTE program
CTEIG	DO	\$50,392.00	Budget	Can be used on 11 elements of a high quality CTE program
Strong Workforce Round 1	DO	\$88,468.00	Budget	Focused on WBL, Dual Enrollment, and Industry Certifications
AIG	DO	\$19,296.00	Budget	Geared mostly towards copy machine & floral since floral isn't a pathway and can't be funded by 3 accounts above
CHS Budget - Ag	DO	\$750.00	Budget	\$250 for each ag teacher to show grants are supplemental instead of supplanting
CHS Floral Budget	DO	\$2,500.00	Budget	Antonia budgets this amount to support the class since she knows grants can't be used because it's not a pathway
ASB Floral Account	ASB	\$1,420.00	Balance	When floral arrangements are sold, money is deposited into this account and can be used to buy supplies for the class
FFA Account	ASB	\$2,900.00	Balance	FFA Stuff :)
Welding Account	DO	\$2,095.00	Balance	When ag mech projects are sold, money is deposited into this account and can be used to buy supplies for the class
Farm Account	DO	\$50,000.00	Balance	These are monies spent and earned on the school farm. Profit can be used for anything ag dept related.

**When I build budgets, I make sure all items are covered to meet the 11 elements of a high quality cte program (ex: affiliation fees, trips, PD, industry certs, etc.). Once all those items are covered, I go off sections of kids. Example: the ag pathway is 42% of CTE sections. So ag gets 42% of the remaining monies for materials and supplies

Budget Process- At Corcoran High School, we are blessed to have a great CTE Coordinator Alisa Gomez, who truly understands how it is to be an Ag Teacher because she was one herself back in the day. Alisa helps the budgeting process with our department. As seen above, she allocates money from four significant sources: Perkins, CTEIG, Strong Workforce, and Agricultural Incentive Grant. We also have five other accounts that we use; such as, the FFA Account, Welding, and two different floral accounts. Most of these accounts are for student-generated funding. Between the 2018-2019 and 2019-2020 school year, the program has increased its AIG funding, and I feel at Corcoran High School, we are building up our program's motto of "Learning by Doing". We are making sure that we are improving the site and school farm to meet the needs of our students by creating our 5-year plan, which is to have two healthy Pathways and have the books and equipment to support them.

Chart of Responsibilities

Corcoran High School Agriculture Staff Responsibilities 2020-2021							
Assignments	Viktoria	Dustin	Miles	Alisa	Out-Of-Class Days		
Board Approvals			X		#	Dustin	Miles
CATA Meetings (Section, Region, State)	X	X	X	X	1	GLC	Industry Tour
Department Chair		X			2	Industry Tour	New Prof.
Head FFA Advisor			X		3	Roadshow	New Prof.
CTE Pathway Lead	X				4	Fair	Roadshow
Farm Lead		X			5	Fair	Fair
Department Meetings (Agendas, Minutes, Etc)	X	X	X		6	Fair	Fair
Ag Advisory Meetings		X			7	Fair	Fair
Department Calendar	X	X	X		8	Cotton Picking	Fair
Farm Records/Permits		X			9	26 Hr Program	State Conf.
County Crop Reporting		X			10	26 Hr Program	State Conf.
June 30th - AIG	X	X	X	X	11	Farm Show	Farm Show
October 15th - AIG	X	X	X	X			
November 15th - AIG	X	X	X	X			

FFA Activities	Viktoria	Dustin	Miles	Alisa
Chapter Officer Leadership Conference			X	
End of the Year POA Trip	X	X	X	
FFA Chapter Meetings	X	X	X	
FFA Website	X			
Cotton Judging Field Day	X	X	X	
Greenhand Conference		X		
Greenhand Degree Applications	X	X	X	
Chapter Degree Applications	X	X	X	
State Degree Applications	X	X	X	
American Degree Applications	X	X	X	
State Conf. & Planning			X	
Livestock Exhibitor Meeting	X	X	X	
National Convention & Planning				
Proficiency Awards	X	X	X	
Program Recruitment	X	X	X	
World Ag. Expo	X	X	X	
Star Awards			X	
Kings County Farm Day	X			
Kids Day Newspaper Sales	X			

MFE/ALA			X	
Banquet	X	X	X	
Cotton Parade	X	X	X	
Christmas Parade	X	X	X	
Meetings & Conferences	Viktoria	Dustin	Miles	Alisa
Fall Sectional CATA Meeting	X	X	X	
Fall Regional CATA Meeting	X	X	X	X
Road Show	X	X	X	X
Spring Sectional CATA Planning Meeting	X	X	X	X
Spring Regional CATA Meeting	X	X	X	X
CATA Summer Conference	X	X	X	X

Transportation & Facilities	Viktoria	Dustin	Miles	Alisa
Transportation Requests			X	
Facilities Requests			X	
Ag Office	X	X	X	
Ag Shop	X			
Welding Shop		X		
Room 7			X	
Floral/Lab	X			
Farm Management - Production		X		
Farm Management - Livestock		X		
Vehicle/Trailer/Tractor Maintenance		X		
Farm Operations-Irrigations, Tractor Work, etc		X		
Fundraising	Viktoria	Dustin	Miles	Alisa
Dinner Dance Fundraiser	X	X	X	
Tri-Tip Fundraiser	X	X	X	
Super Bowl Sunday Ribs	X	X	X	
Color Run	X	X	X	
Ag. Mechanics Projects Sales	X	X		
Floral Design Sales	X			
FFA Apparel	X	X	X	

Reports/Finances/Registration	Viktoria	Dustin	Miles	Alisa
FFA CDE & LDE Registration			X	
FFA Conference Registration			X	
Grants/Other sources of funding	X	X	X	
Program of Activities	X	X	X	
Program Plan	X	X	X	
R-2 Report	X	X	X	
Scholarships & College Tours	X	X	X	
Ag. Mechanics Account		X		
ASB FFA Account			X	
ASB Livestock Account			X	
Department Budgets-AIG, Site, Perkins	X	X	X	X
Floral Account	X			
District Farm Account		X		X
CTE Incentive Grant				X
Ag Incentive Grant	X	X	X	X
Perkins Account				X
Strong Workforce				X

Project Supervision	Viktoria	Dustin	Miles	Alisa
Beef		X		
Swine		X		
Sheep			X	
Goats			X	
Dairy Cattle		X		
Turkeys	X			
Pheasant				
Chickens	X			
Rabbits	X			
Ag Mech	X	X		
Project Contracts	X	X	XX	

Substitute Teacher Procedures & Plan

MRS. GRANICY'S SUBSTITUTE LESSON PLANS

Good Morning -

Thank you for subbing! Welcome to Corcoran High School! It is a great school with some really great kids. Below is a step-by-step instruction of what should happen in class today. Students will be doing independent seatwork.

Entering and start of class procedures:	As students enter the class virtually or in-person they know that they should sit down and start working on their bell work. The bell work is typically displayed at the front of the class but will be posted on Google Classroom today. Each student should complete the bell work on their bell work page. Please give each class five-six minutes to complete their bell work.
Seating Chart: (In-Person Only)	The seating chart can be found on Aeries under "Attendance By Photo" Many students will try to move after you take attendance. Please do not let them. If they ask you to move please let them know that they need to stay in their seats for today. If they move without your permission, then please write down their names. There are many groups with only three students and some students switched with the empty seat next to them, this is okay.
Supplies:	Students should come to class prepared but if they need something to write with please remind them that there are pens and pencils in the supplies bin.
Roll:	The office should provide you with an iPad to take roll.
Restroom: (In-Person Only)	Students need to fill out the Restroom Log before using the restroom. Students cannot leave class without the hall pass.
Exiting Procedure:	Even if the bell rings, the students should stay in their seats until you excuse them. Excuse the students only once everyone is seated, quiet, and everything is put away. Virtually students can only leave once you excuse them.
Class Rules:	<ul style="list-style-type: none">- (IP) No eating, sodas, or any other drinks besides a clear water bottle in class.- (IP) Keep all hands, feet, and objects to yourself.- (IP & V) Be respectful to each other, the instructor, and the class.- (IP & V) Follow the instructors right away.

	- (V) Cameras should be on and mics off
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Thank You!
Viktoria Granicy
(661) 860-7019

Period 1: Floral Design	
Bell Work:	Students should know that bell work will be posted to Google Classroom.
Activity:	Students are to design an FFA Chapter t-shirt for next year. The t-shirt should include the theme of their choice. Students will choose to either pick option A or B on the Google Slides provided on Google Classroom. Then they should write two panther paragraphs on the 4th slide, describing why you chose this theme and how it relates to the chapter and agriculture.
Notes:	

Period 2: Agriculture Mechanics 1	
Bell Work:	Students should know that bell work will be posted to Google Classroom.
Activity:	Students are to design an FFA Chapter t-shirt for next year. The t-shirt should include the theme of their choice. Students will choose to either pick option A or B on the Google Slides provided on Google Classroom. Then they should write two panther paragraphs on the 4th slide, describing why you chose this theme and how it relates to the chapter and agriculture.
Notes:	

Period 4 - Advisory	
Bell Work:	This class does not have bell work.
Activity:	This class has a free period to work on missing assignments.
Notes:	During Virtual Learning, we do not have a 4th period.

Period 5: Agriculture Mechanics 1	
Bell Work:	Students should know that bell work will be posted to Google Classroom.

Activity:	Students are to design an FFA Chapter t-shirt for next year. The t-shirt should include the theme of their choice. Students will choose to either pick option A or B on the Google Slides provided on Google Classroom. Then they should write two panther paragraphs on the 4th slide, describing why you chose this theme and how it relates to the chapter and agriculture.
Notes:	

Period 6: Agriculture Mechanics 1

Bell Work:	Students should know that bell work will be posted to Google Classroom.
Activity:	Students are to design an FFA Chapter t-shirt for next year. The t-shirt should include the theme of their choice. Students will choose to either pick option A or B on the Google Slides provided on Google Classroom. Then they should write two panther paragraphs on the 4th slide, describing why you chose this theme and how it relates to the chapter and agriculture.
Notes:	

Period 7: Agriculture Mechanics 2

Bell Work:	Students should know that bell work will be posted to Google Classroom.
Activity:	Students are to design an FFA Chapter t-shirt for next year. The t-shirt should include the theme of their choice. Students will choose to either pick option A or B on the Google Slides provided on Google Classroom. Then they should write two panther paragraphs on the 4th slide, describing why you chose this theme and how it relates to the chapter and agriculture.
Notes:	

Period 8: Agriculture Mechanics 1

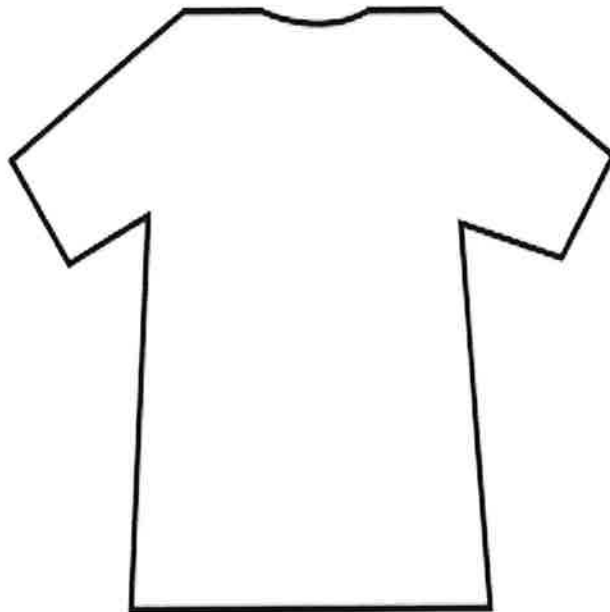
Bell Work:	Students should know that bell work will be posted to Google Classroom.
Activity:	Students are to design an FFA Chapter t-shirt for next year. The t-shirt should include the theme of their choice. Students will choose to either pick option A or B on the Google Slides provided on Google Classroom. Then they should write two panther paragraphs on the 4th slide, describing why you chose this theme and how it relates to the chapter and agriculture.
Notes:	

Thank you! Please Leave Notes: Below are the slides that are given to the students to complete:

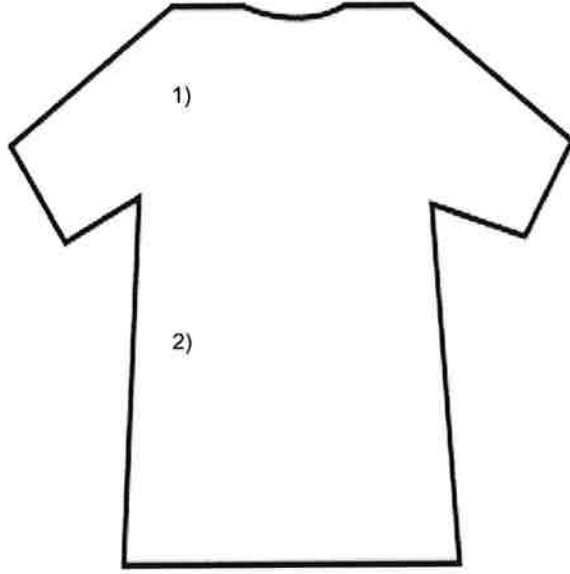
Student Design FFA
T-SHIRT choose A

Students are to design a FFA Chapter t-shirt for next year. The t-shirt should include the theme of their choice. Students will choose to either pick option A or B on the Google Slides provided on Google Classroom. Then they should write two panther paragraphs on the 4th slide, describing why you chose this theme and how it relates to the chapter and agriculture.

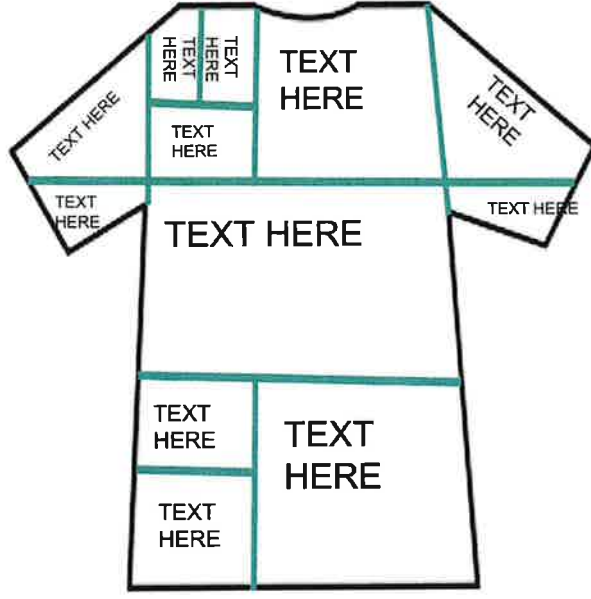
Student Design FFA
T-SHIRT choose A



Student Design FFA
T-SHIRT two paragraphs



Student Design FFA
T-SHIRT choose B



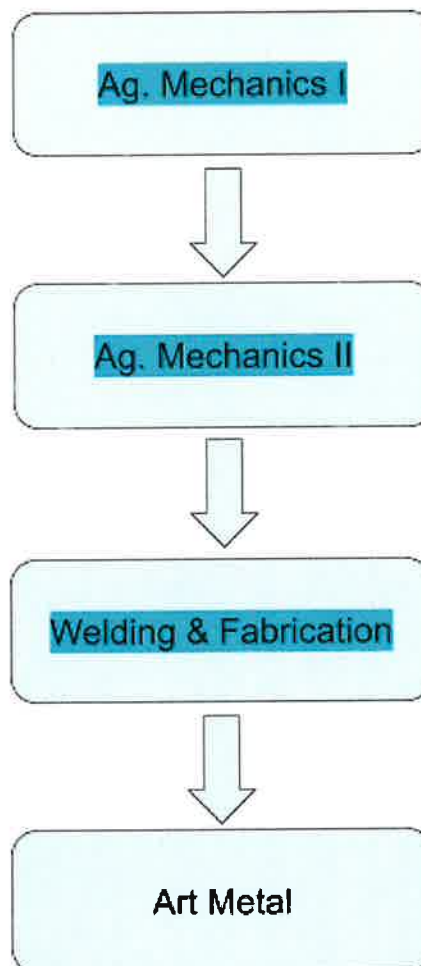
Program Completer

Program Completers are students that finish the Agriculture Mechanics or Animal Science Pathways for all 4 years. Students will need to follow the sequence course layout below during their high school years.

Pathway Code: 101

Pathway Name: Agricultural Mechanics

Sequence of Courses:

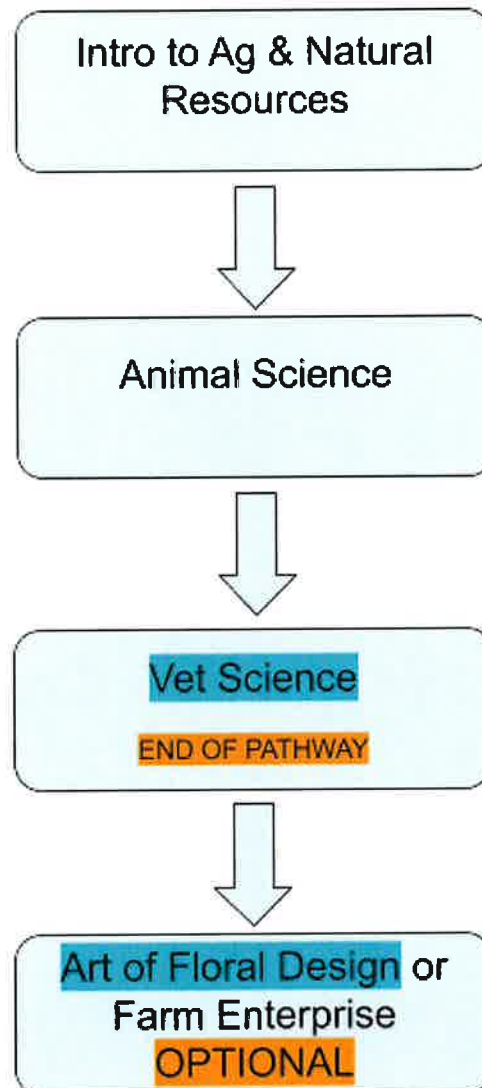


THIS IS A CAREER TECHNICAL EDUCATION PATHWAY
COURSES HIGHLIGHTED IN BLUE ARE A-G APPROVED

Pathway Code: 103

Pathway Name: Animal Science

Sequence of Courses:



THIS IS A CAREER TECHNICAL EDUCATION PATHWAY
COURSES HIGHLIGHTED IN BLUE ARE A-G APPROVED

Personal Expenses

At Corcoran Unified District, all personal expenses need pre-approval along with the proper documents filled out for trips and professional development expenses; such as food, gas, and milage. Rarely are we allowed to ask for personal expense coverage unless there was an emergency and items needed to be paid for out of our own pocket.

Corcoran Unified School District Expense/Travel Claim Form

Print Name: _____ **Site:** _____ **Date:** _____

Travel Claims: All meals and mileage will be paid at the current I.R.S. rate. **Overnight travel must be pre-approved by the Board of Trustees.** For conferences/meetings, a copy of the flyer/registration form must be attached. Expense claims must be submitted within 60 days of occurrence. All criteria must be met in order for claim to be paid. Denied claims may be resubmitted when complete.

Location: _____ **Purpose of Travel:** _____

From: _____ **To:** _____ **Board Approval Date:** _____

DATE	BREAKFAST	LUNCH	DINNER	AMOUNT
TOTAL				

DATE	LODGING-ATTACH ORIGINAL RECEIPT	AMOUNT
TOTAL		

Personal mileage (round trip) _____ **(# miles) @** _____ **\$** _____

Miscellaneous Expenses: Attach itemized original receipts. Prior approval from the District Office must be obtained before any purchase is made.

DATE	STORE/PURPOSE/ITEM	AMOUNT
TOTAL		

Total Claim: _____

Account: _____ Fund - resource - year - goal - function - object - site - \$ _____ total

Account: _____ Fund - resource - year - goal - function - object - site - \$ _____ total

Signature: _____ **Approved By:** _____